

COOKBOOK OF GOOD PRACTICES IN TEACHING AND LEARNING

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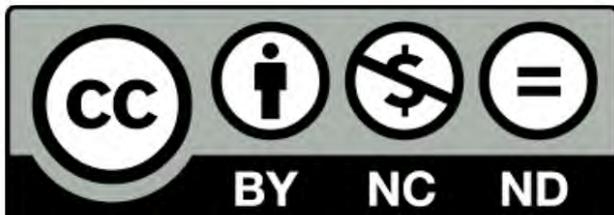
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COOKBOOK OF GOOD PRACTICES IN TEACHING AND LEARNING 2023

main editor: Jakub Brdulak

Warsaw, November 2023

Dear Reader!

This publication is generally a translation of the Polish publication “Książka kucharska dobrych praktyk dydaktycznych”, which is available on the portal. It is therefore mainly aimed at students studying in Poland.

We are providing you with set of recipes for teaching and learning at higher education institutions (universities).

The publication is divided into two parts.

The first part is a description of current trends in the field of academic education (teaching and learning), in other words "studying". This part presents trends that are mainly taking place in the European Higher Education Area (EHEA). It also shows the general framework within which European higher education operates. The content of this part is intended to help understand what we are dealing with - teaching (academics) on the one hand and learning (students) on the other. We focus on the relation of teacher and student because this is where the true quality of education takes place. All procedures, institutions and regulations can only help to improve the quality of teaching and learning.

The second part consists of recipes prepared by students. Their database is open, so we invite you to share your own ideas with us. The recipes are available in the Good Practices database on the Quality of Teaching and Learning portal: <https://educationquality.eu/>

This publication contains recipes available at the end of October 2023, mainly proposed by students from Poland.

You can search for these recipes by science area or keywords:

▼ Keywords

activities . assessment . communication with students . companies . credits . diversity . ecology . engagement . innovation . materials . micro-credentials . on-line . practical competences . practical skills . projects . soft competences . staff . student involvement . student support . student-centered learning

Source: <https://educationquality.eu/good-practices/> , accessed: 1 November 2023

We hope that this book will be inspiring for you, the reader.

We encourage you to share your own experiences and ideas - as with food, there are no bad or good recipes. Everyone has a different flavour. So it's worth choosing what you like and perhaps sharing what you particularly enjoyed. Perhaps a particular practise will find a following this way and you will contribute to the improvement of academic education in the European Higher Education Area.

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Part 1

TRENDS IN ACADEMIC TEACHING AND LEARNING

1.1. A LITTLE BIT ABOUT THE EUROPEAN HIGHER EDUCATION AREA

1.1.1. WHAT IS THE PHILOSOPHY OF EHEA?

The European Higher Education Area (EHEA) currently comprises 47 countries. This is the entire European Union, but also countries such as Kazakhstan, Armenia and Turkey (<https://ehea.info/page-members>, accessed: 7 November 2023).

The main framework of the EHEA is the announcements at the regular ministerial conferences in which the EHEA countries announce the direction of change in higher education. Therefore, the announcements are treated as high-level strategies for the higher education sector and it is very likely that national higher education systems will change according to the declarations they contain. Importantly, the EHEA is built on values.

These are:

- institutional autonomy,
- academic freedom and integrity,
- participation of students and staff in higher education governance, and
- public responsibility for and of higher education.

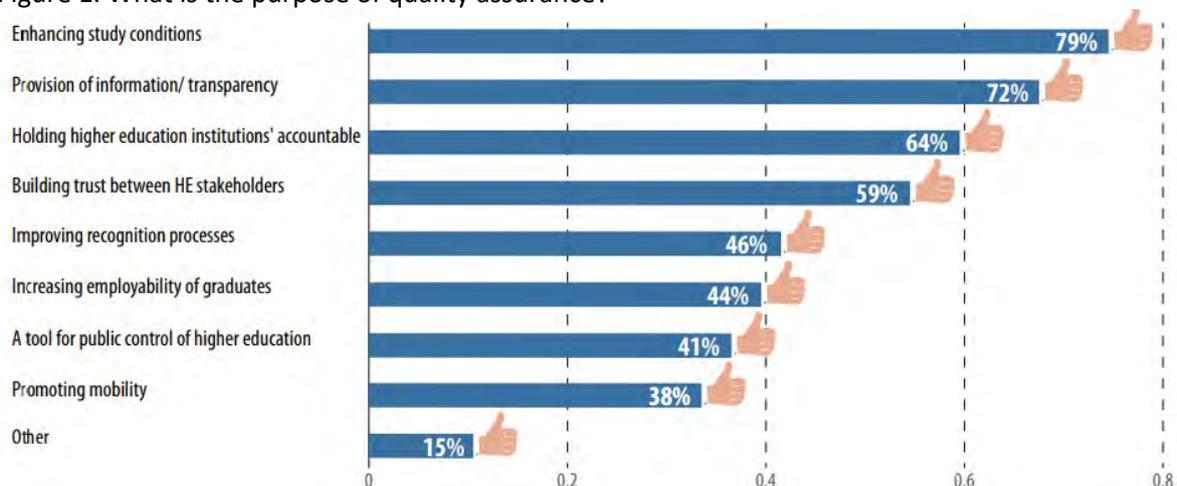
(<https://ehea.info/>, accessed: 2023.11.07).

An important stakeholder (partner) of the EHEA are the students, who are represented by the European Students' Union (ESU).

How do students perceive the objectives of the EHEA in terms of educational quality?

Students share their views with the EHEA through the regular publication Bologna with Student Eyes. They are published in the years of the ministerial conferences. Today, the most recent publication is from 2020. A new publication is likely to be produced next year, as a ministerial conference is planned for March 2024 in Tirana. The following table shows the quality assurance objectives from the students' perspective.

Figure 1. What is the purpose of quality assurance?



Source: ESU (2020), *Bologna with Student Eyes 2020*, Brussels, by European Students' Union, p. 34.

From the students' point of view, the most important goal is to improve study conditions and transparency, i.e. obtaining, providing, analysing and publishing information related to the educational process. It is worth noting that although the employability of graduates is important, it only ranks sixth. Taking academic education "to the employers" is therefore something of a simplification, although it is also an important goal.

1.1.2 WHAT DOES IT LOOK LIKE TO CARE FOR THE QUALITY OF EDUCATION IN POLAND?

The European Higher Education Area is based on two main pillars to ensure the quality of education:

1. On legal solutions, which are the responsibility of ministries - in our case the Ministry of Education and Science (or, more generally, the Polish state)
2. Supporting and improving solutions, for which the national quality assurance agencies are responsible - in case of Poland the Polish Accreditation Committee (PKA)

Ministries introduce top-down solutions, while quality assurance agencies should introduce bottom-up solutions.

The activities of the ministries and agencies are primarily aimed at the universities (higher education institutions). Universities must comply with the law and respond to the recommendations of national quality assurance agencies.

Quality assurance agencies are included in the European Quality Assurance Register for Higher Education (EQAR) if they fulfil the European standards described in Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015). In Poland, the only agency listed in the register is the PKA.

At the same time, as the European standards clearly show, universities are responsible for quality. They are expected - and also assessed by the Polish Accreditation Committee - to have appropriate mechanisms in place to manage their study areas efficiently. In other countries, entire universities are also assessed, not just study programmes - such an assessment (institutional evaluation) is also being created in Poland.

MINISTRY OF EDUCATION AND SCIENCE

Responsible for the enactment of laws. The highest legal act is the Act of 20 July 2018, the Act on Higher Education and Science (Journal of Laws 2018, item 1668, with amendments). Ordinances are also important legal acts. Three of them characterise our legal system in the field of higher education:

1. Regulation of the Minister of Science and Higher Education of 12 September 2018 on the criteria for the evaluation of study programmes, Journal of Laws 2018, item 1787.
2. Regulation of the Minister of Science and Higher Education of 14 November 2018 on the characteristics of second-level learning outcomes for qualifications at levels 6-8 of the Polish Qualifications Framework, Journal of Laws 2018, item 2218.
3. Regulation of the Minister of Science and Higher Education of 27 September 2018 on studies (Journal of Laws of 2021, item 661)

The university is obliged to publish information about the study programme in the BIP (information sheet for the public). What the study programme contains is specified in the study regulations. Students and lecturers should have access to this information and know how the course is structured (e.g. learning outcomes, field of study).

Paradoxically, a degree in "psychology" does not always mean that you have completed psychology... If it is included in another discipline, you are a graduate of that discipline, e.g. Management and Quality Sciences.

This type of information can also be checked in the POL-ON system, which all universities are required to complete. For example, you can find information about study subjects on this tab: <https://radon.nauka.gov.pl/dane/studia-prowadzone-na-zdrowiem-kierunku>

POLISH ACCREDITATION COMMITTEE (PKA)

The most important legal provisions related to the activity of the Polish Accreditation Committee are regulated in the Act on Higher Education in the first chapter of Section VI. However, the PKA is not a unit of the Ministry of Education and Science, but an independent organisation. This is extremely important from a European perspective, as quality assurance in the European Higher Education Area is forged in dialogue between the ministries (representing the legislation of the respective countries) and the quality assurance agencies (representing the academic community). Such a mechanism allows the subjectivity of universities and their autonomy, which is one of the fundamental values of European higher education, to be preserved.

There is no regulation on the criteria for comprehensive assessment and therefore the PKA does not implement them. Therefore, a large part of the PKA's resources is devoted to the assessment of individual study programmes. (In the case of an institutional evaluation, instead of assessing all degree programmes at a particular university, the PKA could assess only the university, which would mean that all degree programmes at that university would be accredited - in the case of a positive assessment, of course).

Which areas does the PKA take into account when evaluating degree programmes? They are listed in the following table in comparison to the European standards:

Tabela 1. Kryteria oceny programowej oraz opiniowania wniosków PKA zestawione ze standardami ESG.

Kryteria PKA (2018)	ESG (2015)
Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes	1.1 Policy for quality assurance 1.2 Design and approval of programmes
Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning proces	1.2 Design and approval of programmes 1.3 Student-centred learning, teaching and assessment
Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas	1.4 Student admission, progression, recognition and certification 1.3 Student-centred learning, teaching and assessment
Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training	1.5. Teaching staff
Criterion 5. Education infrastructure and resources used in the	1.6 Learning resources and student support

implementation of the study programme and their improvement	
Criterion 6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme	-
Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme	-
Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support	1.6 Learning resources and student support
Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results	1.8 Public Information
Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme	1.1 Policy for quality assurance 1.2 Design and approval of programmes 1.7 Information management 1.9 On-going monitoring and periodic review of programmes 1.10 Cyclical external quality assurance

Source: PKA, Substantive Change Report, 2019, https://pka.edu.pl/wp-content/uploads/2019/07/2019-06-A67_Application_decision_PKA_clSAWyk.pdf, p. 43–48 (accessed: 9 November 2023).

OTHER ACCREDITATION AGENCIES

Other accreditation agencies can also assess quality. In this case, universities voluntarily apply for assessment in order to receive certain accreditations. There are many such committees and thus accreditations and certifications. In the table below you will find those that have been approved by the Ministry of Education and Science as part of the "Foreign Accreditations" project.

Table 2: Catalogue of approved foreign accreditations and quality certificates

No.	Name	Area of science
1.	AVEPRO – Holy See’s Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties Accreditation	Humanities
2.	CEA – The Commission on English Language Program Accreditation	Humanities
3.	EAQUALS Accreditation	Humanities
4.	EUROPEAN MASTERS IN CONFERENCE INTERPRETING Certificate	Humanities
5.	EUROPEAN MASTERS IN TRANSLATION Certificate	Humanities
6.	APHEA – Agency for Public Health Education Accreditation	Medical and health sciences and Physical culture sciences
7.	ASPIRE Certificate	Medical and health sciences and Physical culture sciences
8.	CHES – The Committee of Heads of Environmental Sciences Accreditation	Natural sciences
9.	AVMA – Council on Education Accreditation	Agricultural sciences
10.	EAEVE – European Association of Establishments for Veterinary Education Accreditation	Agricultural sciences
11.	EQAS-Food – European Quality Accreditation System for Food Studies	Agricultural sciences
12.	AACSB – Association to Advance Collegiate Schools of Business Accreditation	Social sciences
13.	ACCA – Association of Chartered Certified Accountants	Social sciences
14.	AMBA – The Association of MBAs Accreditation	Social sciences
15.	BSIS – The Business School Impact System Label	Social sciences
16.	CEEMAN IQA – International Quality Education Accreditation	Social sciences
17.	CFA – The Chartered Financial Analyst Certificate	Social sciences
18.	Journey to Changemaker Certificate	Social sciences
19.	CTH – Confederation of Tourism & Hospitality Certification	Social sciences

20.	ECBE – European Council for Business Education Accreditation	Social sciences
21.	EOCCS – Online Course Certification System	Social sciences
22.	EPAS Accreditation	Social sciences
23.	EQUIS Accreditation	Social sciences
24.	GAC - Accreditation for Project Management Programs, Project Management Institute (PMI)	Social sciences
25.	HEA – Higher Education Academy Accreditation	Social sciences
26.	IACBE – The International Assembly for Collegiate Business Education Accreditation	Social sciences
27.	SAS Institute Certification	Social sciences
28.	THE-ICE – International Centre of Excellence in Tourism and Hospitality Education Accreditation	Social sciences
29.	AEC – Association Europeenne des Conservatoires, Academies de Musique et Musikhochschulen Accreditation	Art
30.	ELIA – The European League of Institutes of the Arts; EQ Arts Enhancing Quality in the Arts Accreditation	Art
31.	MusiQue – Music Quality Enhancement Accreditation	Art
32.	NASAD – National Association of Schools of Art and Design Accreditation	Art
33.	ECTN – Eurobachelor Certification	Natural sciences
34.	ECTN – Euromaster Certification	Natural sciences
35.	ECTN – Chemistry Doctorate Eurolabel Certification	Natural sciences
36.	ABET Accreditation	Engineering and technology
37.	EUR-ACE Label ENAE European Network for Accreditation of Engineering Education Komisja Akredytacyjna Uczelni Technicznych	Engineering and technology
38.	IMAREST – Institute of Marine Engineering, Science and Technology Certificate	Engineering and technology
39.	NIA – Nautical Institute Accreditation	Engineering and technology
40.	RIBA – The Royal Institute of British Architects Certificate	Engineering and technology
41.	ACCUEU – Accreditation for Entrepreneurial and Engaged Universities	All areas
42.	AHPGS – Akkreditierung GmbH Accreditation	All areas
43.	ASIC – Accreditation Service for International Colleges	All areas
44.	CeQuInt – European Consortium for Accreditation in Higher Education	All areas
45.	ECDL – European Computer Driving Licence Certificate	All areas
46.	European University Association EUA Evaluation	All areas
47.	IARC – International Accreditation and Recognition Council	All areas
48.	IES Certificate	All areas
49.	ISO 9001 Certificate	All areas
50.	Middle States Commission on Higher Education Accreditation	All areas
51.	SKVC Accreditation	All areas
52.	Medical Board of California Accreditation	Medical and health sciences and Physical culture sciences
53.	Sri Lanka Medical Council Accreditation	Medical and health sciences and Physical culture sciences
54.	AABI – Aviation Accreditation Board International	Engineering and technology
55.	HCERES - Le Haut Conseil d'Évaluation de la Recherche et de l'Enseignement Supérieur	Engineering and technology
56.	HKIE – Hong Kong Institution of Engineers	Engineering and technology
57.	EAPAA – European Association for Public Administration Accreditation	Engineering and technology
58.	ASPHER – The Association of Schools of Public Health in European Region	Medical and health sciences and Physical culture sciences

Source: Ministry of Education and Science, <https://www.gov.pl/web/edukacja-i-nauka/akredytacje-zagraniczne-w-ramach-dzialania-33-umiedzynarodowienie-polskiego-szkolnictwa-wyzszego> (accessed: 2023.11.09).

Quality assurance by the so-called environmental agencies (in contrast to the national agencies, which are represented by PCAs, among others) generally offers students additional advantages. For example, a graduate can practise their profession not only in the country in which they graduated from a particular university, but also in countries in which a particular accreditation is recognised.

In the case of technical universities in Poland, the Polish KAUT accreditation is quite a popular environmental accreditation. In the fields of business and management, more and more Polish universities have EQUIS and AACSB accreditations. Universities of music are trying to obtain MusiQue accreditation.

When choosing study subjects, it is worth checking whether the university or subject has additional accreditations - then the value of the diploma increases and at the same time the university must fulfil the requirements set by the accreditation, which usually means that the quality of education is better.

UNIVERSITIES (HIGHER/TERTIARY EDUCATION INSTITUTIONS)

Despite various external mechanisms for assessing the quality of education, such as national accreditations or accreditations by various external accreditation commissions, the responsibility for the quality of education ultimately lies with the universities.

Universities often set up departments or teams responsible for the quality of education. In particular, they are responsible for collecting data, e.g. from students as part of course evaluation, from graduates, from employers, from lecturers and other so-called stakeholders in the direction. It is important that students - usually student council representatives - participate in universities' internal quality management systems. Their voice should have a practical influence on the management of the directorate.

At the same time, it is important that those responsible for the quality of education do not act as a separate team that has nothing to do with the field of study, but work closely with the authorities of the field of study that are responsible for the field of study. The subject authorities make the decisions for the individual subjects and such a team is not necessary for the good functioning of the subject. However, the absence of a team does not mean that those responsible for the programme can refrain from gathering data from the programme's stakeholders - they cannot make decisions without investigating the actual situation. Conducting research and dialogue with stakeholders therefore always takes place in well-managed, i.e. quality-oriented directions.

1.2. A LITTLE ABOUT MODERN EDUCATIONAL METHODS (as of 2023)

1.2.1. STUDENT-CENTERED LEARNING

The concept of student-centred learning - SCL "is closely related to the culture and mindset rooted in a constructivist approach to learning. This approach is characterised by innovative teaching methods that emphasise the active participation of students in shaping their own learning process. Jakub Grodecki [former Vice President of the European Students' Association - ed. [emphasises that the opportunity to shape this process together with teachers is the most important element of the SCL concept. He points out that SCL is not just about learning and educational processes. The general assumptions of the concept also refer to other aspects related to learning, such as the organisation of social facilities and student support. (Katarzyna Trawińska-Konador, Rozmowy przy drugiej kawie: Student-Centered Learning w SGH, 16 VII 2021 r., <https://gazeta.sgh.waw.pl/index.php/konferencje-debaty-spotkania/rozmowy-przy-drugiej-kawie-student-centered-learning-w-sgh>)

SCL is not only a pedagogical tool, but encompasses the entire relationship of the university with the students. It is a particular culture of education and thinking about student involvement in education. In SCL, a student is not a "customer" of the teaching service, but part of the academic community and thus a partner in the construction of study programmes.

So how do we define SCL? For example, we can adopt the following definition: "SCL represents both the mindset and the culture of a particular university. It is an approach to learning that is broadly related to and supported by theories of active learning. A feature of SCL is innovative teaching methods that aim to promote learning in communication with teachers and with other students, to take students seriously as active participants in their own learning, and to develop transferable skills such as problem solving, critical thinking and reflective thinking.

It is worth recognising that universities should use SCL. European quality assurance standards expect universities to introduce SCL. The following table shows the 1.3 ESG standard:

Tabela. Standard 1.3

1.3.	<p>Student-centred learning, teaching and assessment</p> <p>Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p>
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Source: RGNiSW, Rekomendacje w sprawie odbiurokratyzowania procesu kształcenia i oceny jego jakości, Raport nr 4/2016 Rady Głównej Nauki i Szkolnictwa Wyższego pod redakcją prof. Zbigniewa Marciniaka, Warsaw, February 2016.

1.2.2. TUTORING¹

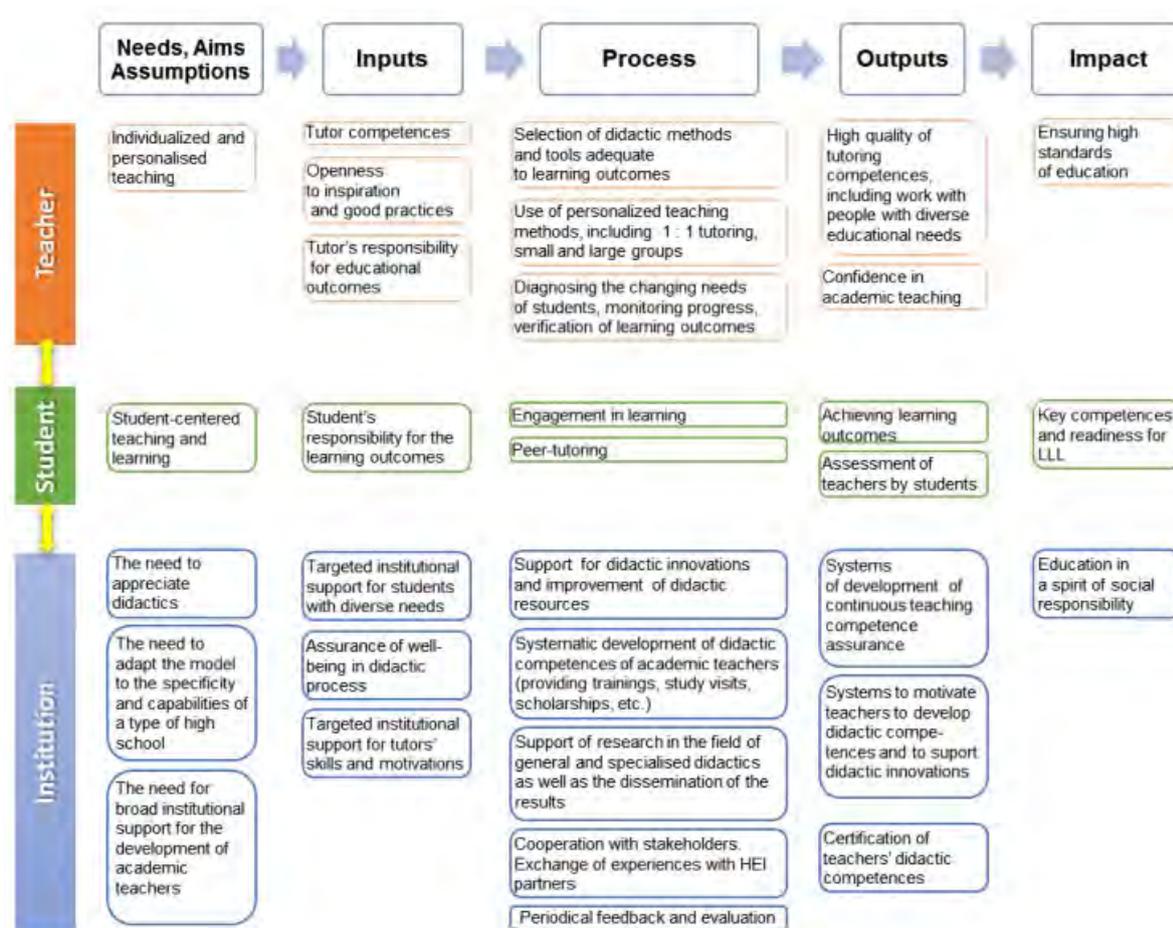
According to PWN's definition in the Dictionary of the Polish Language, a tutor is an employee of a university or other school who supervises the progress of students studying on a one-to-one basis."

Tutoring in academic education is not limited to individual tutoring of students, but has a very broad meaning, encompassing all aspects of so-called effective education. This "effectiveness" refers to the individual student. It must therefore be differentiated on the one hand, just as the student groups are diversified, but on the other hand it must also be planned in such a way that the training is possible with the specific resources of the university.

The general tutoring model for universities is shown in the following figure.

Graphic 1. Tutoring model.

¹ Based on: A MASTERS OF DIDACTICS MODEL FOR UNIVERSITY TEACHING AND TUTORING, edited by: Jakub Brdulak, Katarzyna Glińska-Lewczuk, Anna Janus-Sitarz, Janusz Uriasz, Ministerstwo Edukacji i Nauki, Warsaw, 2022.12.21, (<https://www.gov.pl/web/edukacja-i-nauka/ostateczny-model-stosowania-tutoringu>, accessed: 2023.12.28)



Source: A MASTERS OF DIDACTICS MODEL FOR UNIVERSITY TEACHING AND TUTORING, edited by: Jakub Brdulak, Katarzyna Glińska-Lewczuk, Anna Janus-Sitarz, Janusz Uriasz, Ministerstwo Edukacji i Nauki, Warsaw, 2022.12.21, (<https://www.gov.pl/web/edukacja-i-nauka/ostateczny-model-stosowania-tutoringu>, accessed: 2023.12.28)

Tutoring in the broadest sense is closely related to SCL. The most important success factor for tutoring is the mutual involvement in the educational process - both of tutors and students and of the institution that tries to support this involvement. In other words, the educational culture at the university supports individualised learning methods and the university is therefore not trying to reduce the cost of the teaching process at all costs.

1.2.3. MIKROPOŚWIADCZENIA (MICRO-CREDENTIALS)

According to the European Commission: “Micro-credentials are documents that certify the learning outcomes achieved through small-scale learning. These learning outcomes have been assessed against transparent and clearly defined standards. Micro-credentials are designed to provide the learner with specific knowledge, skills and competences that meet social, personal, cultural or labour market needs. Micro-credentials belong to the learner and can be shared and transferred. They can be a stand-alone document or part of a larger credential. Micro-credentials are based on a quality assurance process according to agreed standards in the respective sector or field of activity.” (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32022H0627%2802%29>, dostęp 12 XI 2023 r.)

The micro-credentials is a certificate obtained after a short course that a university includes in its study programme. Nowadays we think of a degree programme as a process that involves achieving certain goals - these goals are represented by learning outcomes. Both the study programme has general learning outcomes (so-called specific learning outcomes) and each course should have its own learning outcomes - the achievement of these enables the achievement of the specific learning outcomes. In the case of micro-credentials, a student studying outside the university acquires specific learning outcomes and the role of the university is to recognise them. At the moment, direct recognition of learning outcomes (RPL) is not possible in our legal system, but it is allowed in other EHEA countries and our legislation is likely to move in this direction. An example of national legislation starting to consider micro-credentials is the Ministry's announcement of 30 October 2023: General Guidelines of the Ministry of Science and Higher Education on the Use of Micro-credentials Certificates (accessible here: <https://www.gov.pl/web/edukacja-i-nauka/ogolne-wytyczne-mein-w-zakresie-stosowania-mikroposwiadczen>, accessed: 2023.11.12)

The European Commission has drawn up a proposal for a list of elements of micro-credentials:

Table. A list of common European standard elements to describe micro-credentials recommended as a resource to support implementation

Mandatory elements:	Identification of the learner
	Title of the micro-credential
	Country(ies)/Region(s) of the issuer
	Awarding body(ies)
	Date of issuing
	Learning outcomes
	Notional workload needed to achieve the learning outcomes (in ECTS credits, where possible)
	Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
	Type of assessment
	Form of participation in the learning activity
	Type of quality assurance used to underpin the micro-credential
Optional elements, where relevant (non-exhaustive list)	Prerequisites needed to enrol in the learning activity
	Supervision and identity verification during assessment (unsupervised with no identity verification, supervised with no identity verification, supervised online, or onsite with identity verification)
	Grade achieved
	Integration/stackability options (stand-alone, independent micro-credential/integrated, stackable towards another credential)
	Further information

Source: COUNCIL RECOMMENDATION of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243/02), [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627\(02\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(02)) , accessed: 2023.11.28

Part 2

GOOD PRACTICES IN TEACHING AND LEARNING

From editors:

The authors of the following good practices are students. The editors have made no changes to them. Part of the value of this collection is that it represents the student perspective on the teaching and learning process - what students need and what ideas they have to make their education more interesting. Many practices are repeated, but this is also an important signal according to the editors - repetition indicates student need.

The responsibility for the realisation of a particular good practices lies with the respective academic teacher and the higher education institutions. The editors recommend having a discussion about whether a particular practice complies with the formal framework of the degree programme before it is carried out. It is therefore not responsible for legal issues relating to internships, particularly in the case of external assessments carried out by the Polish Accreditation Committee, for example.

Analysing good practises will be the subject of the FJK's activities in the coming years.

All the practises listed below can be found in the Quality of Learning and Teaching database at the link:

<https://educationquality.eu/good-practices/>

360 degree feedback

Description of the practice

As part of one of the classes, each student has to prepare a short presentation on a given topic. An interesting and recommendable practice used by the Lecturer is the provision of a short questionnaire evaluating each presentation using an online tool that automatically collects the results.

Key elements of practice

The advantages of this apply to all parties involved – the presenter has comprehensive and varied feedback from the whole group to develop their competence. The student evaluators have the opportunity for a structured comparison of the different presentations and the additional motivation to pay full attention during a colleague's presentation. The lecturer, on the other hand, has the assurance that all students are engaged, not only during their own or selected presentations.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Acceptance of conference absences

Description of the practice

It is very often the case that the dates scheduled for an academic conference coincide with classes. In such a situation, students who wish to be additionally involved in scientific activities should not have to give this up just because it will negatively affect their attendance. Students presenting at conferences also become ambassadors for their universities. As such, they should not feel victimised for wanting to add their contribution to the scientific world.

Key elements of practice

1. Inclusion of appropriate formal provisions regarding the acceptance of a certificate of attendance as an excuse for absence.
2. The favour and understanding of the lecturers.
3. The honesty of the students.

Science area: universal

Name of the university: Jagiellonian University

Reporting good practice: KK

Activating students in multicultural groups

Description of the practice

When classes are attended by students from different backgrounds/cultures, e.g. from Erasmus exchanges or bilateral agreements, it is good practice to allocate e.g. 10 minutes of each class for the students who volunteer to prepare a presentation on any topic, more or less related to their culture and the lecture/exercise topics. In this way, the group will have the opportunity to get to know each

other more, which will translate into activity/frequency and a sense of belonging among the students.

Key elements of practice

- Presenting the presentation idea to the first class
- Gathering willing students
- Working out a schedule of presentations over the semester
- Participation in student presentations

Science area: engineering and technical

Name of the university: Warsaw University of Technology

Reporting good practice: SM

Buddy assisting with formalities of the exchange

Description of the practice

Applying for a student exchange often involves a lot of paperwork. For someone who has not been through such a process before, it can be stressful but also daunting. In such a case, being able to turn to someone who can clarify doubts, point out mistakes and help prepare the required documentation in a friendly atmosphere would certainly be a great help. In addition, it would shorten the time needed to deal with formal issues – complete applications would be submitted to the offices.

Key elements of practice

1. Creating a platform where students could ask for help from a buddy.
2. Assigning a small number of 'mentees' to 1 buddy so that they can help calmly and with commitment.
3. Develop a buddy reward system.

Science area: universal

Name of the university: Jagiellonian University

Reporting good practice: KK

Business incubator

Description of the practice

The Incubator is an initiative of advisory services for students and graduates who want to be entrepreneurs. Its main objective is to support students and graduates to enter the market as entrepreneurs and social activists within NGOs.

Activities and projects:

- Individual business counselling for students
 - Open motivational lectures with practitioners
 - Networking events for students, entrepreneurs, public authorities, NGOs and investors
- Everything is done student – lecturer.

Key elements of practice

incubator, consulting, business

Science area: universal

Name of the university: School of Administration and Business in Gdynia

Reporting good practice: Barbara

Case study from P&G

Description of the practice

The presenters of the class on the behaviour of buyers in the market organised the class in cooperation with the company Procter&Gamble. Its representative explained what the company is and what its objective is. He also presented a problem with which one of the company's brands is struggling on the Polish market. The students' task was to propose solutions that could eliminate this problem. The group work and brainstorming that ensued allowed many interesting solutions to be worked out, which were then presented to the forum. A company representative and the presenters rewarded the best ideas with both extra points and brand-related gifts.

Key elements of practice

1. working with an external company, familiar to most students, increased interest in the activities and introduced a so-called 'breath of fresh air'
2. work based on a real and current problem, made the development of solutions more meaningful
3. the contact with the group presidents, made it possible to delve more deeply into the problem at hand
4. the prize, as we all know, encourages work. The dual form of the prize created an aspect of healthy competition which made the ideas very innovative.
5. The presentations of the ideas made it possible to get different perspectives on the problem, which had a very strong educational value.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Certificate obtained outside the university

Description of the practice

Before going to university, I took a certificate in English, specifically CAE (Certificate in Advanced English). The timetable for my course included 2 years of English. The doctor teaching the course was a very open person to all kinds of additional courses and certificates so there was no problem with her accepting this certificate. Thanks to it, I was exempted from classes with a grade of 5 and gained two hours of free time every week.

Key elements of practice

- English language certificate
- Acceptance of the micro-certificate at the university

Science area: universal

Name of the university: Gdansk University of Technology

Reporting good practice: AZ

Charity and credit

Description of the practice

By participating in pro-social organisations, we have the chance to get credit for compulsory internships. For students, it is a way of diversifying their free student life, popularising charitable activities and at the same time receiving exemption from classes.

Key elements of practice

- Promoting volunteering
- Willingness to do good
- Opportunity to pass a subject more quickly

Science area: universal

Name of the university: University of Warsaw

Reporting good practice: JK

Classes with lecturers from foreign universities

Description of the practice

It is good practice to invite lecturers from other universities (as guest lecturers, e.g. online) who are well versed in the subject and who can be considered an authority in their field. This gives the student an opportunity to get a different perspective on the issue and discuss how the issue is approached in Poland versus other countries around the world. An additional advantage of such meetings is the contact with a foreign language and the opportunity to learn a specialist language.

Key elements of practice

1. The establishment of a collaboration by the university, lecturer or students with an external person.
2. To offer the outsider a guest appearance as part of a course.
3. Agreeing on the nature and topic of the speech.
4. Involving students in active participation during the meeting with the guest speaker.

Science area: universal

Name of the university: University of Lodz

Reporting good practice: RK

Classroom as a tool for summarising lessons

Description of the practice

It is a practice at the University of Warsaw's School of Foreign Languages to send a summary of the class after the end of the lesson. In the Classroom application, we can see the presentation from the lesson, the assignments discussed in class (including those that are homework) and a summary of the information we learned in class. This allows students who missed class to catch up on the material on their own. It is also a great synthesis that will enable quick repetitions for the final exam.

Key elements of practice

- posting summaries of lessons on the Classroom platform
- synthesis of information from the lesson on Classroom
- the entire class presentation available without limitation
- summary of the tasks discussed in class.

Science area: universal

Name of the university: University of Warsaw

Reporting good practice: A

Conducting research and presentations.

Description of the practice

The practice would consist of the students preparing a comprehensive study in groups. The topics would, of course, depend on the subjects and issues being dealt with, but it is worth leaving room for creativity on the part of the students, because if they themselves choose a specific topic in a given area, there is a greater chance that they will be more involved in it. Such a study would consist of preparing a 'research paper', i.e. discussing the research topic theoretically at first, then carrying out the research in practice and presenting the results and interpretation in writing. What relevance does this have for future research in this or a similar direction? The creation of such a research paper should continue throughout the semester, and at the end of the semester, students should present a multimedia presentation, which would include the most important information about the research, the selection and relevance of the topic, how the research was conducted and its results. The presentations are to serve the purpose of sharing the results of their work in front of the rest of the students, as the research paper is left for the supervising teacher to evaluate. This format ensures a high level of student involvement in the project and also teaches how to conduct and describe the research and encourages conclusions. In addition, it is very helpful practice before writing the dissertation

Key elements of practice

1. Selection and approval of research paper topics.
2. Development of the theoretical part of the researched topic.
3. Carry out the research in practice.
- 4 Describe the results obtained and draw conclusions in your paper.
5. Present your research in the form of a presentation in front of other students.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: DW

Council for the Development of Young Scientists

Description of the practice

With the establishment of the Young Researchers' Development Council, it has become possible to take measures to balance the teaching load caused by the activities of students and doctoral students in the non-academic arena. In addition, it has become possible in some cases to give credit for individual subjects on the basis of scientific activity. Furthermore, the Development Council supports the activities of scientific and student clubs, thus allowing participants to develop their interests.

Key elements of practice

1. Cooperation between young scientists and the authorities of individual institutes.
2. Nurturing the development and competence of young scientists.
3. Promotion of scientific activity.
4. Looking for solutions to combine the scientific activity of a student with his/her studies.
5. Supporting scientific clubs and student movements.

Science area: universal

Name of the university: University of Lodz

Reporting good practice: RK

Distance learning

Description of the practice

Students who have problems getting to university by land, can participate remotely. This is a very advantageous solution, as sometimes weather conditions or accidental situations have made it impossible to attend classes. Another advantage of this solution is that the lecturer can check at any time whether a person is actively participating in a lecture.

Key elements of practice

1. Students' own work with the possibility of questions
2. Convenient form of classes
3. Opportunity to learn without being forced to move

Science area: universal

Name of the university: University of Warsaw

Reporting good practice: JK

Earlier possibility to pass a subject

Description of the practice

So-called zeros or year-long assignments, by which an exam can be avoided. In the course of a semester, the student earns points for activity, work in class, work at home, etc., so that he or she receives credit without being obliged to write an exam, which often does not coincide with knowledge but rather with the ability to memorise, or alternatively is given the opportunity to write an exam at an earlier date – before the examination session, so that the student can receive a longer break between semesters as a reward.

Key elements of practice

- the opportunity to pass a subject earlier, which translates into reduced stress and satisfaction
- consolidation of knowledge during the year, avoiding the “forget it or forget it” situation
- verification of knowledge in the traditional way (exam) or on an ongoing basis in class

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: WK

Enabling non-academic development

Description of the practice

Students who are active in study clubs may, through the circle supervisor, report their desire to attend a conference to the Dean and obtain a written exemption from the Dean. And, in addition, there is a general acceptance among the faculty among the tutors for students to attend conferences, and there is no problem with making up classes at another time with another group or having an absence acknowledged once attendance at a conference has been confirmed.

Key elements of practice

1. Non-academic development
2. Excuses for absence

Science area: universal

Name of the university: Wrocław University of Technology

Reporting good practice: AK

Engaging students in the classroom

Description of the practice

I really appreciate it when classes are conducted in a non-standard way, i.e. when students have the opportunity to participate in interesting exercises, discussions, workshops, brainstorming. I believe that this type of class provides better developmental as well as didactic opportunities. Participants in such practices are able to remember information more, interpret it and understand it.

Key elements of practice

1. Activities conducted in an open format, ‘loose’ but no less demanding
2. Engaged students

3. Creative instructors
4. Going above and beyond
5. Breaking down the barriers of teaching in a conservative way

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: KN

Enrichment of lessons with multimedia materials

Description of the practice

Whenever possible, lectures and exercises should be enriched with multimedia materials – these can be photo galleries, webinar recordings or Youtube videos. If they are related to the topic of the lecture, they are sure to hold the student's attention more than monotonous slides for a 90min lecture.

Key elements of practice

- Scheduling time for multimedia materials during the class
- Finding relevant materials correlated with the lecture content
- Anonymous survey to gauge student satisfaction

Science area: Social

Name of the university: Queens University, Kingston, Canada

Reporting good practice: SM

Establishing a system of emotional support

Description of the practice

Project : Creation of an emotional support system for foreign students studying at Gdansk University of Technology

Key elements of practice

- *psychological support for foreign students, including the provision of psychological counseling and the organization of open workshops on coping with crisis situations
- *non-psychological support through the organization of yoga classes and mindfulness trainings
- *workshops on mediation, including peer mediation that takes into account the cross-cultural context
- *workshops on cultural differences and culture shock
- *study visits to psychological support centers at universities abroad

Science area: universal

Name of the university: Gdansk University of Technology

Europass Mobility (Erasmus)

Description of the practice

Opportunity to go on an internship abroad. Only those with the highest average can go. This is good because it motivates weaker people to achieve higher results. I know that most people take advantage of this in their final year. It is an amazing adventure that many will remember for the rest of their lives, but above all it is an opportunity to gain valuable work experience and develop their language skills.

Key elements of practice

trip, annual work experience, internship

Science area: universal

Name of the university: School of Administration and Business in Gdynia

Reporting good practice: Barbara

Exemption from classes – activities in the student study groups

Description of the practice

Currently, he is a participant in a study circle in which we are involved in carrying out research on changes in the economic development of society in the current century. By participating in such an endeavour, we have the opportunity to exempt ourselves from a subject on economic change among communities. An additional aspect for us is the possibility of further self-development and broadening our interests.

Key elements of practice

1. Possibility of exemption from classes
2. Opportunity for development and further education

Science area: universal

Name of the university: University of Warmia and Mazury

Reporting good practice: MSz

Free choice of subjects

Description of the practice

At our university, it is good practice for us students to be able to choose which subjects we want to study. This allows us to choose a subject that, as far as possible, can be the best alternative for us. We have the chance to test ourselves in new areas that seem simple and logical on the surface. In addition, each student has a free hand when choosing the classes that most satisfy him or her and change from compulsory to more useful and enjoyable.

Key elements of practice

- Choosing the right subject
- Meeting students' expectations
- A new form of alternative knowledge for instructors

Science area: universal

Name of the university: University of Warmia and Mazury

Reporting good practice: MSz

Free Physical Education classes during the session

Description of the practice

Free use of the gym, swimming pool, climbing wall, sports activities (yoga, team sports).

Key elements of practice

- movement during a stressful period at university
- taking care of your health
- free exercise classes for all

Science area: universal

Name of the university: University of Warsaw

Frequent small group work

Description of the practice

In standard classes, the lecturer allows the student to first verify his or her answer with the person sitting next to him or her or in the small group formed, before asking the student individually for his or her opinion on a topic. This is very comfortable as we can get to know the other person's position and at the same time check whether we have interpreted the instruction correctly and whether our train of thought is appropriate. After the small group consultation, the lecturer usually gets more voluntary answers to his or her question.

Key elements of practice

1. Ability to communicate with group members
2. Respect for the other person and their expressed position
3. Involvement of students
4. Subsequent interaction with the lecturer
5. Practical element even during lectures
6. Getting students interested

Science area:

Name of the university: Jagiellonian University

Reporting good practice: Gabriela

Gamification

Description of the practice

Gamification within course delivery is unique in that it provides an interesting way to add variety to course credit while encouraging students to learn. It is a good practice because it moves away from the “ageing” method of passing exams and promotes learning on the fly and learning in an accessible way. It is worth spreading, as students are more motivated to learn through short assignments based on less material, which are easier to master. In addition, with this way of teaching, more knowledge stays for longer as it is not learning by heart without much point.

Key elements of practice

1. Tasks based on a small amount of material
2. Differentiation of scoring according to the level of difficulty of the task.
3. Variety of tasks, i.e. the use of different forms throughout the semester
4. Opportunity to pass the course through participation in a game.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Green campus

Description of the practice

Gdansk University of Technology is moving towards creating a sustainable campus. More and more bicycle spaces are being created to encourage as many people as possible to choose emission-free modes of transport. Every faculty has at least one dispenser for filling reusable water bottles. Rainwater is collected in large jugs standing by the gutters and then used to water the many plants, shrubs, trees and flower meadows located on campus.

Key elements of practice

- cycling to university
- caring for the environment
- rainwater harvesting
- green campus

Science area: universal

Name of the university: Gdansk University of Technology

Reporting good practice: AZ

Group consultations as part of the course programme.

Description of the practice

One of the frequently used methods of classwork is to divide students into groups of several persons, within which tasks are carried out (e.g. weekly mini-projects or 1 – credit). Regardless of the continuity of cooperation, the possibility to consult and discuss it with the instructor is an invaluable

support – both in terms of content and psychology. Students can systematise their knowledge, develop their doubts on an ongoing basis and the instructor can monitor progress.

Key elements of practice

1. top-down setting in the subject timetable of the hours devoted to consultation.
2. Openness of the lecturers and the creation of an atmosphere conducive to sharing thoughts.
3. Adequate time for each group.

Science area: universal

Name of the university: Jagiellonian University

Reporting good practice: KK

Health checks

Description of the practice

A very important aspect at my university is the physical aspect of the student. The sciences and the activities we have planned enable us to learn more about the human body. Health research is very important. Our university makes it possible for us to have such examinations at the university. These are measured examinations that allow the student to check his or her health. The measurements that are taken later enable us to monitor our own physical and health progress and regress.

Key elements of practice

Opportunities for health checks through which the student learns about their physical condition.

Science area: health sciences and physical culture sciences

Name of the university: Academy of Physical Education and Sport in Gdańsk

Humanities subjects in technical studies

Description of the practice

Within the framework of the compulsory socio-economic-humanities subjects at a technical university, it is possible to choose courses that not only fill the gap in ECTS credits but at the same time will be useful in students' lives. These include, for example, economics or social communication. The way the subjects are taught allows for a better understanding of these issues, which are ubiquitous in students' everyday lives, both in their private and professional lives. The practice is very developing.

Key elements of practice

1. Freedom for the student to choose a subject according to their interests or the area in which they wish to develop.
2. Interesting way of teaching.
3. Broadening the students' knowledge of issues related to everyday life and work.
4. Comprehensive education.

Science area: engineering and universal

Name of the university: Warsaw University of Technology

Individual development path with people from the industry

Description of the practice

At the Faculty of Applied Mathematics at the Silesian University of Technology, of which I have the pleasure of being a student, in the IT faculty you can count on a lot of practical help from lecturers in your development, especially Dr Adrian Kapczyński, who, apart from being an inspiring lecturer, is an active practitioner. Dr Kapczyński is keen to support students by being a mentor, but also by organising 1:1 meetings with a person who is an expert in a particular IT sector, so that the student has a much closer encounter with the business.

Key elements of practice

1. Showing the student a path that he/she can follow to develop him/herself also outside the university
2. A realistic approach to the real problems that will await the student in his/her professional career
3. An active, respectful mentor-student relationship.

Science area: natural sciences and sciences

Name of the university: Silesian University of Technology in Gliwice

Reporting good practice: TB

Individual enrolment in classes

Description of the practice

The practice is about allowing the students to have access to the lecturers' timetable and therefore to create their own timetable. The university requires certain subjects (the number of subjects is counter-proportional to the number of semesters) and therefore the student does not have total freedom in terms of subjects. A list of the other subjects in the course is made available to students by the university. It is up to the student to choose these subjects and to arrange his or her individual schedule. Furthermore, the university offers the possibility of realising a specialisation as part of the course of study. The university's approach to this is also very flexible. Unlike other universities, a specialisation is not a certain stage of studies, but a group of skills that the university equips the student with. Accordingly, SGH requires its students to pass five subjects within a specialisation. Once again, it has been made possible to pass the required subjects at the student's convenience.

Key elements of practice

Transparent rules on ECTS credits and university requirements.

Transparent rules on specialisations.

Wide choice of subjects and specialisations.

Uniform system of subject selection.

Possibility to complete two specialities including interdisciplinary specialities.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: LK

Industry guests at lectures

Description of the practice

If the timetable of the semester and the material to be covered allows it, it would be a good idea to invite someone who works in the area of competence discussed in the lecture as a guest. This gives students the feeling that they are not just learning theory, but seeing someone using the knowledge from the lecture in real life and talking about it.

Key elements of practice

- Research of potential speakers (e.g. from university alumni, LinkedIn)
- Invitation of an 'industry person' to a lecture
- Collecting student feedback after such a lecture in an anonymous survey

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: JM

Interesting laboratory activities

Description of the practice

In the chemistry faculty, laboratory classes form a significant part of the study plans. They cover a variety of subjects, but are all taught in an understandable way. Most of them have an entrance exam, but these are easy to pass due to the accompanying instructions for the exercises. The exercise topics chosen are interesting and quite strongly related to the chosen field of study. The instructors do their best to encourage students to learn and to pass on their knowledge.

Key elements of practice

Laboratory activities

Interesting exercises

Transfer of knowledge by instructors

Science area: natural science and science

Name of the university: Gdansk University of Technology

Reporting good practice: AZ

International course of study

Description of the practice

The university has established cooperation with universities from other countries and created a course where each semester takes place at a different university resulting in a diploma that is validated by all universities. This allows students to gain knowledge from different schools and also to participate in international research. The course is open to students from any university, so study takes place in an international group.

Key elements of practice

1. International cooperation of the university
2. Obtaining a diploma validated by several universities
3. Study in an international group
4. Develop an international career
5. Networking with academics from different European universities

Science area:

Name of the university: Wrocław University of Science and Technology

Reporting good practice: AK

Internationalisation

Description of the practice

One of our lecturers, prior to the work placements, introduced us to how work placements abroad work and enabled a very large group of students to go abroad, to familiarise themselves with foreign conditions. Afterwards, such a point on the CV looked a lot better and many of those who went got a job offer from the institution afterwards. All thanks to someone familiarising us with the possibility of going abroad.

Key elements of practice

trips, foreign placements, information from lecturer, showing students what they can do, opportunities

Science area: universal

Name of the university: University of Warmia and Mazury

Reporting good practice: JCz

Internationalisation project at Gdansk University of Technology

Description of the practice

Project Welcome to Poland 2021: Deepening the internationalisation process at Gdansk University of Technology through competence training for administrative staff and implementation of organisational improvements. (2021-2023)

Key elements of practice

- * organization of training courses on improving intercultural and linguistic competencies.
- * development and implementation of PG internal documents in two language versions and

adaptation of the university's internal portal My PG to the needs of foreigners. The tasks carried out will be aimed at two target groups: the administrative staff of PG dealing directly with foreign students and staff, and the students and lecturers themselves from outside Poland studying/teaching in English.

Science area: universal

Name of the university: Gdansk University of Technology

Internationalisation, Management studies

Description of the practice

Internationalisation is a strategic direction for the development of WSAiB. It has been taking place for many years in several areas. The main such example is the Management course. The advantages of these studies are: all classes in English and the opportunity to study in an international group of students; they provide excellent preparation for work in international companies.

Key elements of practice

Umiejdzynarodowienie, praktyki

Science area: Social

Name of the university: School of Administration and Business in Gdynia

Reporting good practice: Barbara

Inviting company representatives to universities

Description of the practice

Many representatives of leading companies are often invited to the university building to talk about the day-to-day reality of their work or to encourage students to take up an internship in their company. I believe that this is an extremely valuable experience for young people who are starting their higher education and looking for their career path.

Key elements of practice

It is crucial to establish permanent cooperation with the university; companies are not only willing to present their offers in the university building. They often also sponsor or cooperate in the organisation of scientific events or conferences organised by students. I believe that SGH is one of the few universities in Poland that offers so many opportunities to learn about the labour market in Poland. It also helps you gain subject-specific knowledge and definitely helps you gain self-confidence.

Science area: humanities and social sciences

Name of the university: SGH Warsaw School of Economics

Reporting good practice: ACh

Involving students in the organisation of events.

Description of the practice

The university space is a place where theory should meet practice. Such a connection is possible, for example, by involving the academic community in the co-organisation of events. The activity can take the form of volunteering, an internship or be billed as a subject. Regardless of the formal side, the people involved learn planning, management, teamwork, effective communication, responsibility, etc. One example is the Culture and Media Festival Polikultura.

Key elements of practice

1. Creation of a formal and legal space on the academic side.
2. Involvement of the academic community (teaching staff and students) in the organisation of the event.
3. Openness to ideas, creativity and out-of-the-box solutions – willingness to listen to the voice of students.
4. Combining theory and practice, 'hard' and 'soft' skills.

Science area: universal

Name of the university: Jagiellonian University

Reporting good practice: KK

Issues in the field

Description of the practice

It is good practice to address and analyse different problems in the field. Very often lecturers focus only on presenting general knowledge while in practice there is a large variety of problems that are worth discussing and analysing. To think about viable ways out of a situation. This makes it easier for graduates to start working in future companies. It broadens views and facilitates problem solving.

Key elements of practice

- Building on teachers' practical knowledge
- Addressing various problems that may arise when working / running projects / different types of investments with solutions.

Science area: universal

Name of the university: Warsaw University of Life Sciences

Reporting good practice: az

Items in cooperation with companies

Description of the practice

To create a subject in cooperation with a company (any industry, depending on the profile of the university, etc.) that responds to real market needs and introduces students to the challenges they will encounter in their future work.

Key elements of practice

A key element is to conduct the classes in as practical and workshop-like a format as possible, so that the theoretical part is followed by a task-based part, with substantive support from experts from the company.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: JW

Joint credit list

Description of the practice

For each semester, the group maintains an editable Excel file made available to all members, in which the elements needed to pass each course (e.g. test, paper, presentation) are noted down, along with all the most important elements (e.g. number of pages, submission deadline, form). This ensures that we have not missed anything and that we have a consistent and coincidental understanding of expectations with the respective lecturer's instructions.

Key elements of practice

- tool: each member has access and editing rights
- involvement: every member is involved in the task
- accuracy: we do not add the same elements, we pay attention if we have understood the guidelines equally
- in case of doubt, we discuss the topic

Science area: Social

Name of the university: SGH Warsaw School of Economics

Kahoot and padlet – how to wake up a student?

Description of the practice

As part of this practice, at the end of class, the instructor provides a link to a kahoot/padlet game concerning the completed exercises. Students use smartphones or laptops to answer questions displayed on a monitor while testing their knowledge. The best student can receive pluses for the activity, which can in turn be added to the final grade or taken into account for the grade at the turn of the grade. This keeps the students' interest as well as ongoing verification of their understanding of the topics.

Key elements of practice

1. Preparation of the kahoot before the class.
2. At the last stage of the class, display/share a link to the game in the contact channel.
3. Running the game under pseudonyms.
4. Pick a winner and record the real details of the most attentive listener.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: AK

Kaizen

Description of the practice

It is good practice to share ideas on even the smallest improvements. It can be a hint to colleagues about a project, a hint about issues to be implemented, etc. The idea is not to be afraid of your ideas, however small, and to implement them until they are perfect.

Key elements of practice

- everyone has an idea for improvement,
- best ideas are implemented,
- continuous improvement of ideas

Science area: engineering and technical

Name of the university: SGH Warsaw School of Economics

Reporting good practice: KN

Learning to think critically

Description of the practice

Learning to think critically, putting your theses and views in a status of doubt and uncertainty.

Key elements of practice

- pointing out questionable aspects,
- asking uncomfortable questions,
- demonstrating the uncertainty of claims

Science area: Social

Name of the university: SGH Warsaw School of Economics

Learning to think for yourself

Description of the practice

During classes, we often participate in debates where we have the opportunity to speak from our own perspective. This facilitates breaking down rigid barriers and helps us to express our own opinions. This develops more confidence in us so that our every statement is justified and unarguable.

Key elements of practice

- Expressing one's own opinion
- Discussing debatable topics
- Active participation of students
- Non-standard but very creative activities

Science area: universal

Name of the university: University of Warmia and Mazury

Reporting good practice: MS

Lecture with industry specialists

Description of the practice

The instructor of the subject 'Design of heat exchange processes' organised an online meeting during one of the lectures with specialists from the company Veolia Energia Warsaw, which is one of the main suppliers of heat. At the meeting, we were presented with information on how heat is supplied in Warsaw. What the operation of the district heating network consists of, what aspects of heat exchange are crucial when supplying heat. The meeting was very interesting and showed how to apply the knowledge gained during the lectures in the energy industry. During the meeting, it was also possible to learn about the financial/business aspects of running a district heating service company. In addition, the students were introduced to the company's HR representative, who invited the students to take part in a student industrial placement at Veolia. I personally did these internships and would not have found out about them had it not been for the organised meeting with industry professionals.

Key elements of practice

1. To familiarise students with the application of science to industry
2. To familiarise them with potential internship/internship/work placements
3. Adding variety to lecture material

Science area: engineering and technical

Name of the university: Warsaw University of Technology

Reporting good practice: WJ

Lectures and classes with specialists

Description of the practice

We often hear about universities invited guest.... At School of Administration and Business in Gdynia you don't need to be invited because the lectures and exercises are with people who work with the competences discussed in the lecture.

This gives us the feeling that we are not just learning theory, but seeing someone using the knowledge from the lecture in real life and telling us about it. This makes the lectures and exercises not boring. Plus a mass of practical cases.

Key elements of practice

- 1.To familiarise students with the application of the sciences
- 2 To diversify the lecture material

Science area: Social

Name of the university: School of Administration and Business in Gdynia

Reporting good practice: Barbara

Making materials available before each class

Description of the practice

By making the material available BEFORE class on the chosen platform, the student has the opportunity to learn about the topic in advance. This is undoubtedly very beneficial from the perspective of the student, who can prepare for class by familiarising themselves with the topic in advance (particularly important in the case of more difficult topics and issues), and also from the perspective of the instructor, who thus has time to analyse the topic in depth.

Key elements of practice

Agreeing with students the platform on which the materials in question (assignments, presentations) will be uploaded

Science area: universal

Name of the university: University of Gdansk

Reporting good practice: OA

Means of obtaining credit for practice

Description of the practice

At the University of Lodz, it is possible to pass the compulsory internship through social activities – in foundations, scientific clubs, associations and student organisations.

Key elements of practice

1. Internship requirement for studies.
2. To be credited for social activities.

Science area: Social and universal

Name of the university: University of Lodz

Reporting good practice: MT

Meetings with students who have returned from exchanges

Description of the practice

The experiences of both the exchange itself and the whole process of preparing for it are best told by those who took part in it. Organising meetings with students who have returned from the exchange would be an opportunity to learn about the various aspects related to the formal, practical and emotional side. It would be a space to ask questions, have an open and frank conversation and an opportunity to verify expectations. In addition, it could be combined with, for example, a photo-op.

Key elements of practice

1. Creating a platform where students could ask for help from a buddy.
2. Assigning a small number of 'mentees' to 1 buddy so that they can help calmly and with commitment.
3. Develop a buddy reward system.

Science area: universal

Name of the university: Jagiellonian University

Reporting good practice: KK

Mentors for members of scientific clubs

Description of the practice

Students in some study clubs have the chance to develop their interests under the guidance of a mentor of their choice (usually a current doctoral student or PhD student). The intimacy of such groups gives students the chance to acquire knowledge and practical skills more effectively, as everything is geared towards their individual needs. At the same time, the university gains a number of young researchers who may in future be linked to research work at the university.

Key elements of practice

- individualised approach to students
- more effective transfer of knowledge and practical skills to students
- faster individual development of young researchers
- the university increases the number of future potential researchers

Science area:

Name of the university: Medical University of Gdańsk

Mid-semester subject evaluation

Description of the practice

Mid-semester evaluation of the course is a solution to find out what the students think about the teaching and content presented so far. It indicates what elements are beneficial, what students find engaging, but also provides an opportunity for constructive criticism and changes. Additionally, thanks to such a form, students can indicate what content they care about, what else they would like to learn and what to focus on, as they already have the knowledge acquired during part of the semester).

Key elements of practice

1. Preparation of an anonymous form to collect the students' opinions, further expectations and possible comments.
2. Openness of the tutors to making changes, taking expectations into account, etc.
3. Honesty and constructiveness of statements.
4. Involvement of students.

Science area: universal

Name of the university: Jagiellonian University

Reporting good practice: KK

Modern forms of teaching

Description of the practice

A good practice I saw at my university was to support myself with technology when teaching. By this I mean mainly showing students short speeches/speeches/lectures by foreign professors or business practitioners. This practice usually strengthened the interest of the audience and allowed them to better remember the topic discussed. I believe that today's world and the internet offers many opportunities not only for students but also for lecturers and they should try to use these opportunities.

Key elements of practice

- “familiarity” with the technology of the lecturer
- involvement of lecturers
- curiosity of the students

Science area: engineering and technical

Name of the university: University of Warsaw

Reporting good practice: UN

Monitoring of educational progress

Description of the practice

It has become commonplace at our university to keep up to date with students' progress. This means that while observing their progress, they pay attention to the opportunities and failures that constantly accompany them. This gives lecturers a good chance to make the most of each student's individual potential and to prepare them for a constant barrage of failures beyond their control. This promotes self-development and intervenes in the subject of individuals.

Key elements of practice

- Constant observation of the student from the academic side
- Presentation of the student's strengths and weaknesses
- Better content preparation

Science area: universal

Name of the university: University of Warmia and Mazury

Reporting good practice: MSz

Open University

Description of the practice

Opportunity to participate in workshops/webinars.

Key elements of practice

- extra-curricular activities
- competence building
- classes with practitioners

Science area: universal

Name of the university: University of Warsaw

Oral examinations

Description of the practice

I think it is good practice, although rarely used (due to capacity), to hold oral exams because, although slightly stressful, they provide an opportunity to discuss and express our thoughts openly. Oral exams have another very valuable advantage – they prepare us students to work, get into conversations and discussions. These soft skills are very valuable and I would very much like to be able to develop them on a daily basis rather than on holidays.

Key elements of practice

- involvement of professors
- openness of students
- willingness to develop
- individual / oral examinations

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: AN

Organisation of competitions

Description of the practice

The organisation of competitions by study clubs on a widespread and easily accessible website enables any student to enter and win a ticket. Thanks to the competitions, students in a difficult financial situation can use their knowledge to win tickets to a museum, theatre or cinema. The initiative encourages students to pursue their interests in arts and culture, satisfaction and the development of their cultural life.

Key elements of practice

Establishment of cooperation by scientific clubs.

Dissemination of competitions.

Involvement of students.

Cultural knowledge.

Going out to a cultural venue.

Science area: universal

Name of the university: University of Warsaw

Organisation of the timetable

Description of the practice

The organisation of the university timetable is a very important part of a student's life. People who play sports professionally often face the problem at university of too many missed classes and credits. This is influenced by the fact that people often have to do their work in the form of attending training sessions at the same time. Not all universities are able to prepare a timetable that suits these people, which leads to problems and backlogs later on.

Key elements of practice

1. Uczelnia umożliwia aktywnym studentom połączenie zajęć z wykonywaniem sportu profesjonalnie.
2. Organizacja planu zajęć pozwala na dostosowanie sobie godzin studentowi z jego poza uczelnianymi obowiązkami.

Science area: medical and health sciences and physical culture sciences

Name of the university: Academy of Physical Education and Sport in Gdańsk

Paying attention to students' mental health

Description of the practice

1) Once a year a Mental Health Week is run, by the SSPG. This project aims to make students aware of the existence of mental health problems, show opportunities to take care of mental health and reach out for help.

2) This year also sees the organisation, by the International Cooperation Department, of the "Hey, everything OK?" project. This project is aimed at Polish and international students and employees and deals with wellbeing in general.

Key elements of practice

- 1) Mental Health Week
 - webinars with specialists
 - stands on campus
 - warming

2) "Hey, are you OK?"

-yoga classes

-mindfulness classes

-stress management classes

-workshops on cultural differences

-workshops on mediation

-Conference "Wellbeing, or how to take care of yourself (at work)" :

~healthy back classes at the Academic Sports Centre

~lecture given by a professor of psychology, nutritionist, Academic Sports Centre

Science area: universal

Name of the university: Gdansk University of Technology

Possibility of remote participation in classes

Description of the practice

I very much appreciate the possibility to attend some classes remotely. Although there are no clear guidelines issued by the Ministry, I think it is very good practice for some lecturers to give permission for students to attend classes remotely, while some students prefer to attend them stationary. This is especially important to me nowadays, when the pandemic is accelerating again and there are more and more cases of the disease. It doesn't cost anything and it makes studying comfortable without worrying about whether meetings in crowds of people will make me catch the disease and transmit it to my loved ones.

Key elements of practice

1. The policy of the university authorities
2. Goodwill and commitment of lecturers

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: KN

Possibility to build a pathway for the completion of a course

Description of the practice

We are bound by the syllabus, but there is the possibility to take the initiative to do a project, an additional activity as part of the course credit. The student himself/herself determines the type of project, milestones after consultation with the instructor. A deadline is set and the student actually controls the realisation of the initiated project.

Key elements of practice

1. Initiative of the student to do more.
2. Consultation with the instructor.
- 3 Approval of idea.

4 Setting a timetable (milestones).

5. Implementation of the idea.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Possibility to download an interactive calendar

Description of the practice

This practice is linked to the digitalisation and digital development of the university. Each student has the possibility to download their own timetable onto their device, including a breakdown of Week 1 and Week 2, times, who is teaching and in which room. From the student's perspective, this is very helpful in organising their time well.

Key elements of practice

Possibility of downloading a personalised calendar of activities

Posting instructions on the website on how to download the calendar to your device.

Science area: universal

Name of the university: University of Gdansk

Reporting good practice: OA

Practical classes outside the university building

Description of the practice

It is good practice to allow students to take some of their classes (e.g. in museology) outside the university building so that they can put the theoretical knowledge they have acquired over the course of their studies into practice. By jointly selecting an institution and attempting to establish contact with it, course participants have the opportunity to familiarise themselves with the principles of establishing external cooperation or writing proposals. In addition, they learn about the realities or elements of their future work in the real world.

Key elements of practice

1. Cooperation between the university and the external institution.
2. To involve students on an appropriate basis in the activities of the institution.
3. To familiarise students with the functioning of cross-sectoral cooperation.
3. To be shown the realities of working in the institution by the employees of the institution.
4. To try to use the theoretical knowledge gained during studies in practice.
5. Deepening professional competences of project participants.

Science area: humanities

Name of the university: University of Lodz

Reporting good practice: RK

Practical knowledge

Description of the practice

It is bad practice at many universities to put a premium on theory, after which the student graduates with no idea of what the labour market looks like in reality.

A good practice in one of my classes is to put the theory into practice and explain it with real-life examples.

Key elements of practice

1. Practical examples that make it easier to assimilate and remember the theory.
2. Showing that theory does not always correspond to truth.
3. Anecdotes about what reality is like.
4. Talking about what competences are really important in the labour market.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Practical projects

Description of the practice

During one of my classes, I had the pleasure of developing a project of a very practical nature, which provided a very rich professional experience. The project concerned international logistical operations, where, after theoretical preparation by the tutor, students had to prepare a whole description of the process of importing products from a specific foreign country. The project made it possible to experience for oneself what formalities need to be completed for such an operation, what requirements need to be met, what the legal requirements are and also where to look for the necessary information. I believe that this was a very valuable experience, which required a lot of work, but was also very rewarding and allowed us to gain knowledge in a practical manner.

Key elements of practice

1. Theoretical preparation of the students – this took the form of a lecture, during which the students learned all the necessary information to be used during the project.
2. Clear definition of the project framework and obligatory elements.
3. Students' own work with the possibility of consultation.
4. Presentation and discussion of the projects.

Science area: engineering and technical

Name of the university: SGH Warsaw School of Economics

Presence of a useful subject in the plan

Description of the practice

In my first degree course in Food Technology and Human Nutrition, I had a subject that was typically workshop-based and developed our creativity, teamwork and design thinking in general. The subject was “Creative Thinking Techniques” and consisted of designing a service or product that had to be a solution for a given consumer and meet his or her needs, so we could have interesting practical activities in addition to dry theory.

Key elements of practice

1. Introduction of a practical subject to the study plan
2. Interesting form of classes
3. Learning to think in a typical way rather than just theory

Science area: natural sciences

Name of the university: University of Warmia and Mazury in Olsztyn

Reporting good practice: AP

Recognition by the university of activities in a study circle

Description of the practice

At my university, one of the scientific clubs has started ‘Nutrition Awareness Days’, which is something similar to a conference, only the activity is not only university-based. It has been expanded to include general popularisation of science, passing on interesting content. Students, on the other hand, not only share their passion, but also receive benefits for doing so, prizes, scholarships, extra credit, benefits. This provides an interesting enrichment of student life but also promotes such activities.

Key elements of practice

Study clubs, conferences, non-university activities, popularisation of science.

Science area: universal

Name of the university: University of Warmia and Mazury in Olsztyn

Reporting good practice: JCz

Recording of lecture and exercise content

Description of the practice

The Covid pandemic showed how poorly Polish universities were unprepared for remote teaching. However, the lesson we can all learn from this is that it is worth recording course material. Particularly at master’s level, where some students are beginning to combine work and study, attending optional lectures can be difficult, and by having these lectures recorded, students can return to them at any time. It also reduces the number of questions the lecturer receives at the end of the semester, as the student can go back to an issue from the beginning of the semester that he or she did not remember well, instead of asking.

Key elements of practice

- good preparation of the content of their classes,
- preparing the infrastructure for recording material,
- making recorded classes available online

Science area: engineering and technical

Name of the university: Wrocław University of Technology

Reporting good practice: JSz

Respecting students' rights to free time

Description of the practice

The University of Warsaw is concerned about the welfare of students running between buildings during classes by tolerating timeless delays.

Key elements of practice

Tolerance, respect, pro-studentism

Science area: universal

Name of the university: University of Warsaw

Science clubs on a square

Description of the practice

This event is supposed to gather every science club in chosen department and promote to join chosen club. Why is it a good practice? When you decide to join, you are immediately opened to a lot of solutions. For example, if you are interested in ecology, you can join a club and spread informations about based topic. You are not only learning something for yourself, but also you can organize a conference to teach others. Its a good practise, which probably will point in a future.

Key elements of practice

1. Every department in college should make a list of science clubs (it is made mostly by students council) , so they can join an event.
2. On a chosen day, a president of science club can spread loaf or organise a conference, to invite interested people to join a club.
3. Why is it connected with a culture of education? Because person can choose a topic, that they're interested in, then learn about that and spread his or her knowledge to others.
4. Every science club is controlled by a academic teacher, so its another valuable thing that comes out of joining the club, no matter what department you are from.
5. A lot of people confirm, that joining a science club helped them to achieve their life goals, because they learnt about a thing, that they wanted to.
6. Its a really fun experience- you can connect your academic experience and your future expectancy, which are a fundament to not only your degree, but also to a quality of learning- you have to be interested in topic to be a good teacher.

Science area: universal

Name of the university: Nicolaus Copernicus University, Torun, Poland

Reporting good practice: BJ

Scientific clubs

Description of the practice

Belonging to study clubs provides opportunities for additional development, participation in projects, training courses, lectures.

Key elements of practice

*science projects

*youth projects

*lectures

*training

*some forms of tutoring

Science area: universal

Name of the university: Gdansk University of Technology

Selection of the trainers

Description of the practice

It is good practice at the School of Economics for students to be able to choose their lecturers in a given subject. Students can consult their predecessors and choose a suitable lecturer who meets their expectations and also the syllabus of the subject coincides with their interests. In this way, students can rely on their choice rather than the norms imposed by the university and, as a result, the subjects pursued are not just a chore but also a pleasure.

Key elements of practice

- consultation of the operator,
- compare offers,
- choosing the right lecturer,
- meeting students' expectations

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: KZ

Self-selection of dissertation topic

Description of the practice

We had the opportunity to put forward our ideas for a topic for a presentation, and we could count on the tutor's help in this matter, and there was no such thing as a topic that was not suitable. The

tutor helped us to develop the topic, which I consider an example of good tutoring, because individually everyone could count on the support and help of the teacher.

Key elements of practice

“Free rein”, opportunity to explore a topic we were interested in, support from the tutor, tutoring

Science area: universal

Name of the university: University of Warmia and Mazury in Olsztyn

Sharing notes (not just slides)

Description of the practice

In strictly mathematical subjects, it is good practice during lectures when the lecturer displays the theory slides to have a tablet with a stylus which, when describing definitions/formulae, marks things on the slides, underlines, signs or even introduces practical examples alongside the definitions. All markings made by the lecturer with the stylus are visible to the students. It is also important to share these notes with students via channels such as Teams.

This allows students to focus on the lecture instead of stressing about whether they will have time to write everything down.

Key elements of practice

- having and displaying slides to students,
- having a tablet with a stylus to draw and mark things on,
- putting examples into each definition to make it easier to understand,
- making the prepared slides and how-to slides available to the students, as well as notes taken during the class.

Science area: natural sciences and social sciences

Name of the university: SGH Warsaw School of Economics

Reporting good practice: KG

Sharing teaching materials

Description of the practice

I think it is a good practice that lecturers cultivate to share lecture material with their students. This is a great convenience for students when studying for exams, but also during the semester when they want to have a glimpse of current issues that are discussed in class.

Key elements of practice

- understanding on the part of the lecturers
- freedom from the fear that their material will fall into the wrong hands
- lecturers’ confidence in their teaching practices
- student loyalty

Science area: humanities

Name of the university: University of Warsaw, Faculty of Management

Reporting good practice: WSz

Shortening the tutor-student distance

Description of the practice

Practice introducing a relaxed atmosphere in class. Students are motivated to become active in class, even in lectures. The gentle blurring of the lines between instructor and student removes the fear of being judged for saying something stupid and making oneself ridiculous by which more students begin to participate in discussions initiated by the instructor. And sometimes an expression of appreciation by the tutor motivates them to learn more.

Key elements of practice

1. Good relationship
2. Mutual interest
3. Recognition
4. Respect

Science area: engineering and technical

Name of the university: Wrocław University of Science and Technology

Reporting good practice: AK

Social media and activities

Description of the practice

I recently came across an Instagram of one of the class leaders. This Instagram is popularising knowledge on a particular topic. It is a simple way to encourage students to increase their knowledge in a simple and fun way. It is also breaking down the student/lecturer barrier, as it shows that a lecturer can be cool and implement new ways of learning on platforms frequented by students

Key elements of practice

science popularisation, knowledge, Instagram, lecturer, social media

Science area: universal

Name of the university: University of Warmia and Mazury

Reporting good practice: JCz

Student organisations

Description of the practice

Belonging to student organisations attached to the university allows you to develop and acquire new skills.

Key elements of practice

1. Plenty of training from student organisations
2. Opportunities for student integration
3. Promotion of combining knowledge with pleasure and entertainment
4. Social projects

Science area: universal

Name of the university: Wroclaw University of Economics and Business

Student organisations

Description of the practice

The study clubs I participate in are student organisations whose main aim is to promote knowledge and self-education of its participants. Thanks to them, we have the opportunity to broaden our interests and continue to develop unhindered.

Key elements of practice

1. Respecting the rights of the student
2. Participation in research projects
3. Promotion of knowledge
4. Numerous training sessions

Science area: universal

Name of the university: University of Warsaw

Reporting good practice: JK

Student Research Grants

Description of the practice

The Student Research Grants is a programme with tutoring features, which enables a student to conduct their own research, in an area of interest to them, under the supervision of an academic teacher. An additional advantage of the programme is the financial support from the university authorities, thanks to which the student does not have to worry about costs related to the purchase of appropriate equipment, literature or paying for scientific conferences.

Key elements of practice

1. To be supported by an academic at every stage of carrying out one's own research.
2. To develop knowledge in areas of interest.
3. Acquiring the competences you will need for your future career path.
4. The opportunity to share the results of your work at scientific conferences.
5. Financial support from university authorities.

Science area: universal

Name of the university: University of Lodz

Reporting good practice: RK

Student survey – expectations from classes etc.

Description of the practice

In the very first class (Foreign Language – English), we were asked to fill in a detailed questionnaire about our strengths and weaknesses, our expectations from the class, our goals for the short and long term, 'good practices' from previous schools that we would like to implement, and the question – what is the indicator for us that our goal related to this class has been achieved.

Key elements of practice

A key element of this practice is to analyse in detail the questionnaires filled in by the students and to put 'into practice' the suggestions and requests (respecting as far as possible even individual needs, so that each person feels listened to and understood)

Science area: universal

Name of the university: University of Gdansk

Reporting good practice: OA

Study and work

Description of the practice

As the first private university in Pomerania, it has created a convenient timetable for full-time studies that makes it possible to combine study and work.

We also respect your free time by preparing lesson plans accordingly:

- no windows between classes
- classes are held 3 or 4 days a week (full-time)
- possibility to study on an individual basis
- a financial assistance scheme for people who have lost their jobs

Key elements of practice

study, work, timetable

Science area: universal

Name of the university: School of Administration and Business in Gdynia

Reporting good practice: Barbara

Support for Student Research Groups

Description of the practice

At SGH, Student Research Groups and other student organisations are very strongly supported by the university authorities. They have a real budget from the university as well as partners, they have the

possibility to advertise and recruit on the university premises or simply book rooms for their events. As a result, Student Research Groups are, especially in undergraduate studies, as important as studying itself – they are not just a side-issue for enthusiasts. From the beginning of the first year, students become involved in their activities, gaining practical experience and forming close friendships. The Student Research Groups run many projects of a fast-paced, practical nature. New members of the clubs are quickly introduced to their activities and thus immediately work on practical, non-academic projects, which enables them to show off their tangible results and skills very quickly. Cooperation between employers and Student Research Groups means that members often receive job offers directly from their partners and quickly find their way into the labour market.

Key elements of practice

- Support for student involvement from the authorities emphasising that SKNs are important and not secondary to studies
- Student involvement in practical projects
- Emphasis on bonding SKN members through integration
- Collaboration with external partners, employers
- A reasonable budget for the organisation, allowing it to achieve its goals without difficulty

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: AW

Sustainable campus

Description of the practice

A number of climate protection measures are being implemented in the areas of education and research, but also to raise environmental awareness and engage the academic community. Internal initiatives related to the use of natural resources are also undertaken. An attitude of responsibility is also being developed in students, involving them in the decision-making process.

Key elements of practice

1. Rainwater tanks installed on campus.
2. 'Bike to university' campaign.
3. Numerous green areas and insect houses.
4. Special dispensers from which one can fill a reusable cup or bottle with water.
5. The possibility for students to submit projects as part of the 'Civic Budget'.
6. The Gdansk University of Technology's climate plan for 2022-2030.

Science area: universal

Name of the university: Gdansk University of Technology

Teaching classes and putting them into practice

Description of the practice

As a PhD student, I had a teaching class to teach me how to teach students and I noticed that some lecturers use the methods presented in this class. They are able to conduct the class using brainstorming, reversal and discussion. This adds a lot and is a very cool variety for the students. I myself introduce this during my internship and am very happy with the results. And as a student I remembered more and was more engaged.

Key elements of practice

Compulsory didactic subject, Involvement of the instructor, good intentions and giving the students the opportunity to prove themselves when introducing a particular method.

Science area: natural sciences and sciences

Name of the university: University of Warmia and Mazury in Olsztyn

Reporting good practice: JCz

Team projects on real cases

Description of the practice

During the 'Entrepreneurship and Innovation Management' course, we had teamwork in many classes. This helped us learn teamwork, delegation, leadership or communication. To the extent that we students enjoyed the classes – because compared to classes, even from earlier stages of our education – we could really bring value and substance, so none of us were bored. We studied real-life company cases, so we were also able to gain valuable contacts.

Key elements of practice

1. Creation of a project-based curriculum.
2. Constant listening to students by lecturers.

Science area: Social

Name of the university: University of Lodz

Reporting good practice: MT

Thesis work in cooperation with companies

Description of the practice

The Faculty has signed a partnership agreement with a company in the industry and, as a result of the cooperation, a thesis competition is organised related to the company's activities. The company provides mentoring for the solutions in the thesis, students can undertake to solve real business/industry problems while writing the thesis, and at the same time have the practical support of the industry where the solutions could potentially be implemented. There is also the advantage of a collaborative competition solution so students can win prizes.

Key elements of practice

1. Współpraca z biznesem/przemysłem
2. Przygotowanie realnych do wdrożenia rozwiązań w pracach dyplomowych

3. Nagradzanie pracy
4. Dodatkowa opieka merytoryczna w trakcie pisania pracy

Science area: universal

Name of the university: Wrocław University of Science

Reporting good practice: AK

Tutoring

Description of the practice

This is a well-known practice. Its benefits are indisputable. Both the students and the university that uses this method benefit.

Key elements of practice

1. Personal relationship between academic staff and students.
2. Possibility of individual verification of achievements.
3. The ease with which changes can be made and important competences can be completed for the student.

Science area: Social

Name of the university: University of Warsaw

Reporting good practice: TL

Tutoring – clear timetable

Description of the practice

Building mutual trust in the student-student relationship through a clear work plan and short summaries of the last class at the beginning of the next class. This allows the student to feel confident in the lesson, to not be confused and to have the chance to catch up on any missed work. This practice partly helps to eliminate the student's apprehension about attending class, as he or she is well informed about what material has been covered, what will be covered, what work is planned, etc.

Key elements of practice

A brief summary at the beginning of the class is key:

What topic was covered in the previous classes, what tasks were to be completed, what work is planned in the near future, etc.

In this way, the student is not "afraid" of attending classes, does not avoid them because he or she knows exactly what has been completed and what is planned, and can focus on his or her own development with the support of the tutor.

Science area: universal

Name of the university: Uniwersytet Gdański

Reporting good practice: OA

Tutoring in practice

Description of the practice

Currently, I have the opportunity to participate in classes that take the form of tutoring. The lecturers try to directly 'approach' each participant in a different, unusual way in order to add variety to the expansion of knowledge. We, as students, are then tasked with passing on the knowledge we have gained to the next person. This is much more beneficial for us, because we know ourselves what we are most curious about and what we need to explain better so as not to cause problems. This is very attractive to us.

Key elements of practice

1. Development opportunity
2. Giving appropriate attention to problematic topics
3. Loose, enjoyable and at the same time very effective learning

Science area: universal

Name of the university: University of Warmia and Mazury

Reporting good practice: MSz

Tutoring programme

Description of the practice

At the Faculty of Management, there is a project called 'Masters of Teaching' through which the student has the opportunity to meet individually and regularly with his or her tutor. The main purpose of these meetings is to support the student in his/her academic development, teach self-development and develop his/her interests. Thanks to the regular meetings, the student has the chance to use the skills he or she learns on an ongoing basis, both at university, at work and in private life.

Key elements of practice

- individual meetings
- development opportunities
- mentor/tutor support

Science area: universal

Name of the university: Gdansk University of Technology

Reporting good practice: AZ

Tutoring young scientist-student

Description of the practice

After completing a course in a university subject when the lecturer found out that I was considering continuing my studies also at the Doctoral School, I was invited by the PhD student to help write a scientific article and I was able to learn about aspects of scientific activity. And in the course of the work the tutor introduced me to his research that he was currently doing and commissioned parts of the computational tasks for the article.

Key elements of practice

1. Common goal
2. Understanding
3. Commitment

Science area: universal

Name of the university: Wrocław University of Science and Technology

Reporting good practice: AK

University of Bialystok – Tutor Programme

Description of the practice

The internship will enable high school students to benefit from the experience of the university's staff, develop their scientific interests and learn about the specifics of research work or studying itself. At this point, the university is recruiting for the project.

Key elements of practice

- * monthly meetings with tutors and realisation of own research projects
- * the possibility for the student to choose the subject of the tutor project he/she is interested in applying to.
- * Increased recognition of the university among potential candidates for studies.
- * the possibility for students to use the equipment and books available at the university.

Science area: universal

Name of the university: University of Bialystok

University projects in cooperation with organisations

Description of the practice

It is mainly good practice to make available space, knowledge, expertise and many other things that the University has to offer to students who want to create a project, be it a didactic or integrative-promotional one. This is a characteristic of the Warsaw School of Economics, where projects are plentiful and the opportunities for student development unlimited, due to cooperation at the level of organisation-University as well as student-university employee (lecturer, management, dean's office).

Key elements of practice

No communication barriers for reasons of encouraging project work, making easy and friendly contact with lecturers the order of the day.

Opportunity to develop, at low cost (most of the academic, content, teaching aids will be obtained seamlessly from the University).

Trails blazed, through the vastness of previously done projects.

Encouragement from the University for project work.

Scholarships and grants as a facilitation and appreciation of one's work.

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: JM

Use of interactive tools

Description of the practice

With this practice, the instructor can enrich the class, stimulate curiosity and incorporate an element of gamification into the class. Using Kahoot-type tools in the classroom.

Key elements of practice

1. Create lesson concepts using tools i.e. Kahoot.
2. Applying them in the classroom.

Science area: universal

Name of the university: University of Lodz

Reporting good practice: MT

Use of kahoots/quizzes in the classroom

Description of the practice

It is good practice to use an online platform for simple quizzes, such as Kahoot, during class. Each student can answer using their phone. This simple form of competition engages students and, in a way, can help them remember the concepts discussed in class.

Key elements of practice

0. Development of some multiple choice questions by the instructor before class.
1. Introduction to the topic/reminder of the material from the last class.
2. Display of link and code for students to connect via the quiz platform.
3. Quiz between students.
- (Optional)
4. Award pluses for activity to the top three students

Science area: humanities and Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: SzM

Use of laboratories in the classroom

Description of the practice

The microelectronic technology labs in question are conducted by Dr EW and Dr PK in as relaxed and stress-free a manner as possible. By this I mean that there are no so-called “entrance exams”, the subject is explained in a simple and comprehensible manner, without having to refer to instructions written in a moderately comprehensible language, which is often outdated or out of date. In addition, the instructors approach the students with openness, patience and humour. You can feel the calm, cheerful, pleasant atmosphere. Moreover, the elements of the report are mentioned (in a clear and readable way). Moreover, the labs are conducted in a professional manner and the topics and issues chosen for them are interesting and overlap with other topics, which creates a kind of coherence.

Key elements of practice

Openness to the student

Interesting topics

Topics that overlap with other laboratory activities

Stress-free, which motivates the absorption of knowledge

Science area: engineering and technical

Name of the university: Silesian University of Technology

Use of practical tasks

Description of the practice

The practice involves students having access to problems that have actually happened, learning by using tools that are used at leading companies dealing with the problems in question. Requiring students to carry out a project that forces them to use theoretical issues to perform practical tasks. Teaching theoretical knowledge alone for an exam misses the point, as most students do not remember this knowledge and never use it.

Key elements of practice

- replacing the exam with a project
- assignments based on “live” examples
- encouraging students to work independently
- showing interesting practical examples
- meetings with people from the industry

Science area: Social

Name of the university: SGH Warsaw School of Economics

Reporting good practice: MR

Use of tutoring

Description of the practice

I am currently taking part in some classes that have been arranged for students. There happened to be students from different faculties in the group and at the beginning the question was “what interests you, what would you like to learn?”. The whole class was conducted with different academics, so that each of the students could develop their skills and brush up on their competence.

Key elements of practice

Focusing on students’ needs, individual approach, modifying classes while maintaining the core curriculum

Science area: universal

Name of the university: University of Warmia and Mazury in Olsztyn

Reporting good practice: JCz

Validation of learning outcomes

Description of the practice

It is possible to confirm learning outcomes to the extent that they correspond to the learning outcomes defined in the study programme.

Key elements of practice

The university may confirm learning outcomes acquired in the process of learning outside the system of studies for persons applying for admission to a degree programme in a given field, level and profile.

Science area: universal

Name of the university: Gdansk University of Technology

Visits from partner universities – guest lectures

Description of the practice

As part of inter-university cooperation, it is good practice to organise open lectures whose speakers are representatives of foreign universities. The purpose of such meetings may be both to become acquainted with the educational offer of a given unit and to meet representatives of the teaching staff. This shortens the distance, may help integration and provides a platform to dispel doubts about studying at a given university in another country. It is also an opportunity to exchange experiences of the staff.

Key elements of practice

1. Cooperation between universities on the organisation of visits and planning of the lecture schedule.

2. Taking into account the interests of students towards specific universities.
3. Commitment and willingness to learn about the functioning of other universities.

Science area: universal

Name of the university: Jagiellonian University

Reporting good practice: KK

Workshops with practitioners

Description of the practice

Participation of interested persons in thematic workshops at company sites, where participants solve case studies.

Key elements of practice

1. Bringing together people interested in a particular subject.
2. Maintaining student-employer contact.
3. Building on knowledge gained at university, extended by practice.

Science area: universal

Name of the university: University of Warsaw

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