

CONTENTS

INTRODUCING EDUCATIONAL DEVELOPMENT FOR UNIVERSITY TEACHERS IN CENTRAL EUROPE	
Gabriela Pleschová.....	7
CHAPTER 1. USING CUT-UPS AND TOPIC MAPS IN SEMIOTIC ANALYSIS SEMINARS TO ENHANCE STUDENT PARTICIPATION, INTEREST AND KNOWLEDGE	
Michał Tkaczyk	14
CHAPTER 2. GROUP WORK AS A TOOL TO IMPROVE PARTICIPATION AND OVERCOME FEAR OF FOREIGN LANGUAGES AMONG NON-NATIVE ENGLISH SPEAKERS	
Godwin Kwasi Awuah.....	22
CLUSTER 1. COMMENTARY	
YOUNG ACADEMICS’ STORIES FROM LEARNING TO TEACH: TAKING THE PLUNGE INTO GROUP WORK	
Lynn McAlpine	30
CHAPTER 3. ‘DESIGN YOUR OWN FLYING CARPET’: HELPING STUDENTS TO MASTER RESEARCH PROPOSAL WRITING	
Ivana Rapošová.....	33
CHAPTER 4. USING THE FLIPPED CLASSROOM APPROACH TO TEACH QUALITATIVE COMPARATIVE ANALYSIS	
Kateřina Fridrichová	41
CLUSTER 2. COMMENTARY	
STEPPING STONES IN A LEARNING JOURNEY AS UNIVERSITY TEACHER	
Katarina Mårtensson.....	50
CHAPTER 5. DOES ACTIVE LEARNING WORK? THE EXPERIENCES OF BRNO AND TEHRAN PSYCHOLOGY STUDENTS	
Stanislava Kováčová	52

**CHAPTER 6. STUDENT PERCEPTION OF ACTIVE LEARNING METHODS
IN A POLITICAL SCIENCE COURSE**

Ina Fujdiak.....60

CLUSTER 3. COMMENTARY**ACTIVATING TEACHING METHODS: MULTIPLE PERSPECTIVES
FOR EDUCATIONAL DEVELOPMENT**

Peter Van Petegem 70

**CHAPTER 7. LIFE AFTER ACADEMIA: PREPARING STUDENTS FOR SUCCESSFUL
COLLABORATION**

Dubravka Kovačević..... 74

**CHAPTER 8. ENHANCING FORMATIVE ASSESSMENT AS THE WAY OF BOOSTING
STUDENTS' PERFORMANCE AND ACHIEVING LEARNING OUTCOMES**

Nikita Minin 82

CLUSTER 4. COMMENTARY**SMALL-SCALE SCHOLARLY TEACHING INNOVATIONS THAT MIGHT SPARK WIDER CHANGE**

Torgny Roxå 92

**CHAPTER 9. REDESIGNING AN UNPOPULAR UNIVERSITY COURSE: WAYS
TO PROMOTE STUDENTS' MOTIVATION AND QUALITY OF LEARNING**

Ludmila Kašpárková 95

**CHAPTER 10. IT TAKES TWO TO TANGO: HOW TO GET INTERNATIONAL
RELATIONS STUDENTS ENGAGED IN THEIR LEARNING**

Barbora Padrtová..... 103

**CHAPTER 11. STUDENT PAIR WORK AS A TOOL TO PROMOTE ACTIVE
LEARNING AMONG STUDENTS IN KOSOVO**

Shpend Voca 112

CLUSTER 5. COMMENTARY**ENHANCING STUDENT MOTIVATION, INTEREST AND PARTICIPATION: YOUNG
ACADEMICS' EXPERIMENTS WITH ACTIVE LEARNING**

Kathleen M. Quinlan..... 121

CHAPTER 12. ENGAGING NON-MAJORS IN AN INTRODUCTORY POLITICAL SCIENCE COURSE VIA DEBATES, PRIMARY SOURCES AND CUT-UP CARDS	
Martin Karas	124
CHAPTER 13. COMPARING CLASSES WITH DIFFERENT LEVELS OF STUDENT CONTROL WHILE CULTIVATING STUDENTS' INTERCULTURAL COMPETENCES	
Alexander Pechersky	132
CHAPTER 14. IMPLEMENTING CONSTRUCTIVE ALIGNMENT AND ACTIVE LEARNING WHILE LEADING ACCOUNTING SEMINARS	
Petra Srnišová	142
CLUSTER 6. COMMENTARY	
FOSTERING ACTIVE LEARNING FOR STUDENT ENGAGEMENT IN HIGHER EDUCATION	
Kate Thomson	150
CHAPTER 15. PEER FEEDBACK TO FACILITATE INDEPENDENT LEARNING AMONG FIRST-YEAR SOCIOLOGY STUDENTS	
Alica Rétiová.....	153
CHAPTER 16. USING AN ONLINE QUIZ AS A FORMATIVE TOOL IN LATIN MEDICAL TERMINOLOGY COURSES	
Natália Gachallová.....	162
CHAPTER 17. 'I KNOW, WHAT SOCIAL WORK IS': BRINGING CONSTRUCTIVE ALIGNMENT TO A SOCIAL WORK COURSE	
Daniela Jaklová Střihavková	171
CLUSTER 7. COMMENTARY	
REFLECTION ON FEEDBACK AND REFLECTION AS FEEDBACK	
Allan Goody.....	180
INSPIRING CHANGE IN TEACHING IN CENTRAL EUROPE AND ELSEWHERE	
Agnes Simon.....	183