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HOW DO THE ACADEMICS IN CROATIA VALUE TEACHING COMPETENCIES?

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This research is a part of a research project “Academic Profession Competencies Profile: Between new Requirements and Possibilities” (APROFRAME), supported by Croatian Science Foundation.

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2 Presentation plan

1. (Broader) research context
2. Changes in the academic profession, academics' roles and competencies
3. Research methodology
4. Research results and discussion
5. Summary and conclusions

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3 (Broader) research context

APROFRAME project/ research; **Academic Profession Competencies Profile: Between new Requirements and Possibilities**

What are the competencies academics need at the begining of their senior academic career?

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4 Changes in the academic profession, academics' roles and competencies

Changes in the academic profession
(Enders, 1999; Honan, Teferra, 2001; Kovač, Ledić and Rafajac, 2002; Altbach, 2006; Kogan and Teichler, 2007; Cummings, 2008; Pedro, 2009; Scott, 2009; Ledić, 2012; Turk i Ledić, 2014; Turk 2015a, 2015b; Turk i Ledić, 2016)

Appearance of new and restructuring of existing jobs; Meeting new demands and performing new activities
(Musselin, 2007)

Demands for new, and redefining the existing competencies

Teaching and research - part of a broader range of activities

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Research methodology (1/2)

QUANTITATIVE RESEARCH

Examine the attitudes of Croatian academics on the importance and mastery of academic profession competencies for successful accomplishment of academic tasks at the begining of their senior academic career

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Research methodology (2/2)

QUANTITATIVE RESEARCH

Variables	Sample	Procedures and instruments for collecting data	Data processing
• Research field • Organizational form of the university • Academic position • Sex • Age	• 1130 research participants • 7 Croatian universities	• On-line survey • Survey questionnaire • 45 items - competencies of the academic profession • Likert scale	• Statistical Package for the Social Sciences (SPSS, 20.0.) • univariate, bivariate and multivariate statistics • Statistical significance tests, post-hoc tests

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Research results and disscusion (1/8)

- Evaluation of importance → most important and least important

MOST IMPORTANT

•General IT literacy (Windows, Microsoft Office, Internet, e-mail) (M=4,71, SD=0,53),
•Oral and written communication in mother tongue (M=4,68, SD=0,56),
•Planning and carrying out teaching (M=4,42, SD=0,75),
•Familiarity with the basic principles of scientific writing and publishing (M=4,41, SD=0,73),
•Using efficient strategies of searching through scientific and profession-related literature (M=4,35, SD=0,73).

LEAST IMPORTANT

•Having basic knowledge about intellectual ownership (M=3,09, SD=1,11),
•Participating in pubic discussions of general social importance from the professional perspective (M=3,07, SD=1,12),
•Managing financial resources of the institution/department/course (M=3,04, SD=1,28),
•Cooperation with the civil sector (M=2,94, SD=1,16),
•Adjustment of the teaching process to students with special needs (M=2,89, SD=1,19).

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Research results and disscusion (2/8)

- Factor analysis results → 5 groups/ factors of academic profession competencies

TEACHING COMPETENCIES

- Planning and carrying out teaching
- Applying various methods of teaching harmonized with the learning results
- Setting clear objectives and achieving results in the process of teaching and learning
- Understanding and applying theories on which learning and teaching processes are based
- Applying various procedures of assessment and evaluation of students' success harmonized with the learning results
- Creating an environment that will encourage students to learn
- Applying active learning techniques in the teaching process
- Educating students to be socially responsible and active citizens
- Familiarizing oneself with negotiation and conflict resolution principles
- Familiarizing oneself with ethical principles in teaching and research
- Presentation skills
- Implemementing research findings in teaching

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Research results and disscusion (3/8)

RESEARCH MANAGEMENT COMPETENCIES

- Implementing projects which are significant in terms of community's needs
- Familiarizing oneself with program/ project management (writing, applying for and managing programs/projects)
- Managing financial resources of the institution/ department/ course
- Leading teams and individuals
- Familiarizing oneself with financing opportunities for projects in the field of one's own research interest
- Familiarizing oneself with the principles of strategic planning
- Creating and maintaining (international) research networks

THIRD MISSION COMPETENCIES

•Encouraging students to participate in volunteer programs and programs that contribute to the development of the community
•Cooperating with the civil sector
•Participating in the volunteer and philanthropic programs and other activities in the community
•Participating in pubic discussions of general social importance from the professional perspective
•Adjusting the teaching process to students with special needs
•Cooperating with the public sector and the economy (institutions and companies from the related field)

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Research results and disscusion (4/8)

COMPETENCIES FOR ACADEMIC ADVISING AND INNOVATION

•Monitoring and advising junior academic colleagues in relation to teaching work
•Introducing changes into syllabus
•Monitoring and advising junior academic colleagues with regard to research work
•Implementing review procedures in one's own research field
•Creating teaching syllabus
•Introducing innovations and changes in the work of the institution/ department/ course

RESEARCH DEVELOPMENT COMPETENCIES

- Familiarzing oneself with the basic principles of academic writing and publishing
- Using efficient strategies of critical assessment and literature analysis
- keeping up-to-date with professional development and commiting to constant personal growth with regard to basic academic activities
- Working in an interdisciplinary environment

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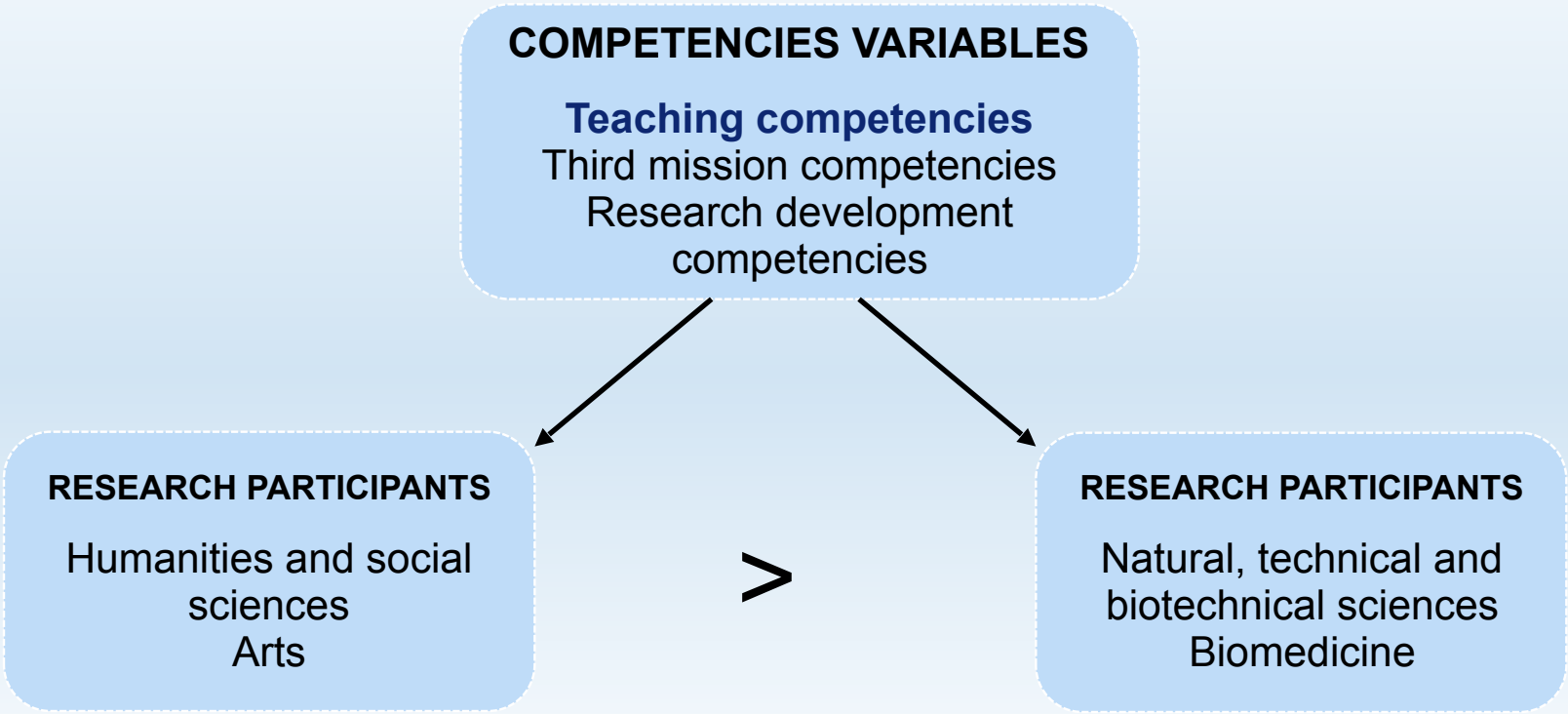
Research results and disscusion (5/8)

- Research field → perception of importance



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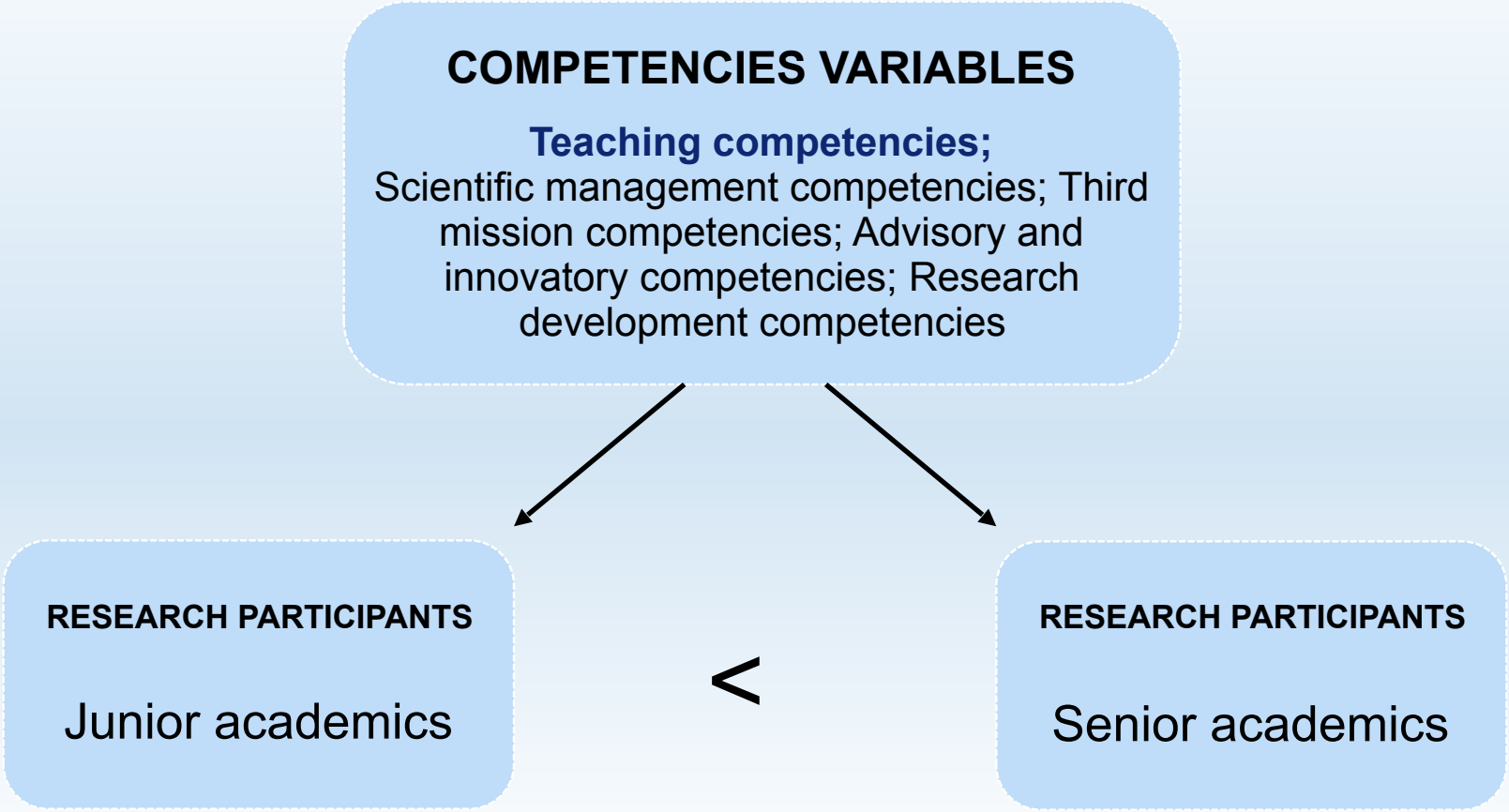
Research results and disscusion (6/8)

- Senior academics/ junior academics → perception of importance



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Research results and disscusion (7/8)

- Age → perception of importance

COMPETENCIES VARIABLES

Teaching competencies;
Scientific management competencies; Third mission competencies; Competencies for academic advising and innovation; Research development competencies

RESEARCH PARTICIPANTS

Age 24 – 29
Age 30 – 39

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RESEARCH PARTICIPANTS

Age 40 – 49
Age 50 – 59
Age 60 >

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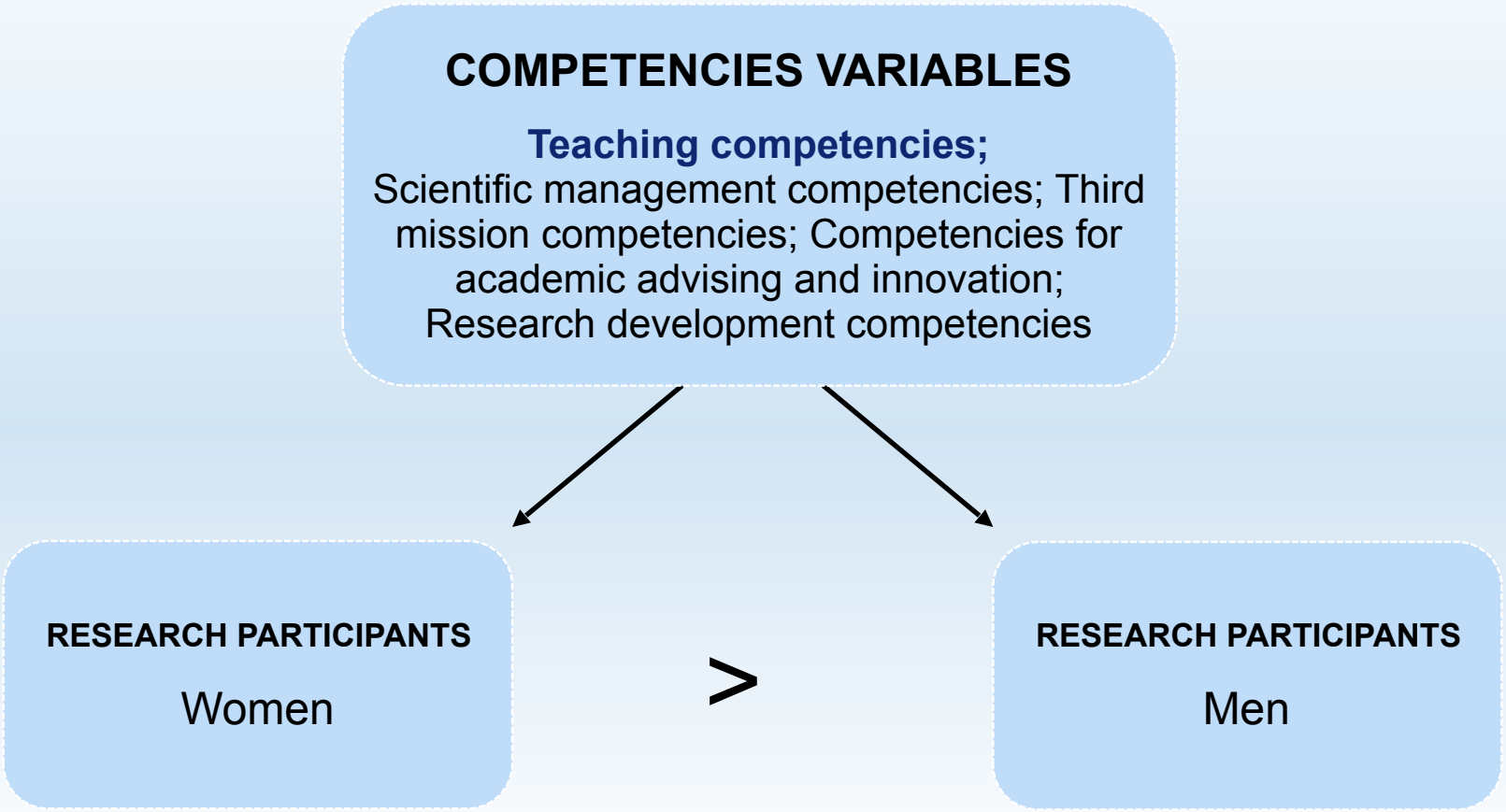
Research results and disscusion (8/8)

- Sex → perception of importance



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Summary and conclusions (1/2)

- academics from humanities, social sciences and arts assign statistically significantly higher importance to teaching competencies in comparison with the academics from natural, technical and biotechnical sciences and biomedicine
- junior academics assign statistically significantly lower importance to teaching competencies in comparison with the senior academics
- research participants with less working experience (junior researchers) assign statistically significantly lower importance to teaching competencies in comparison with the senior ones
- women from the academic comunity assign statistically significantly higher importance to teaching competencies in comparison with men

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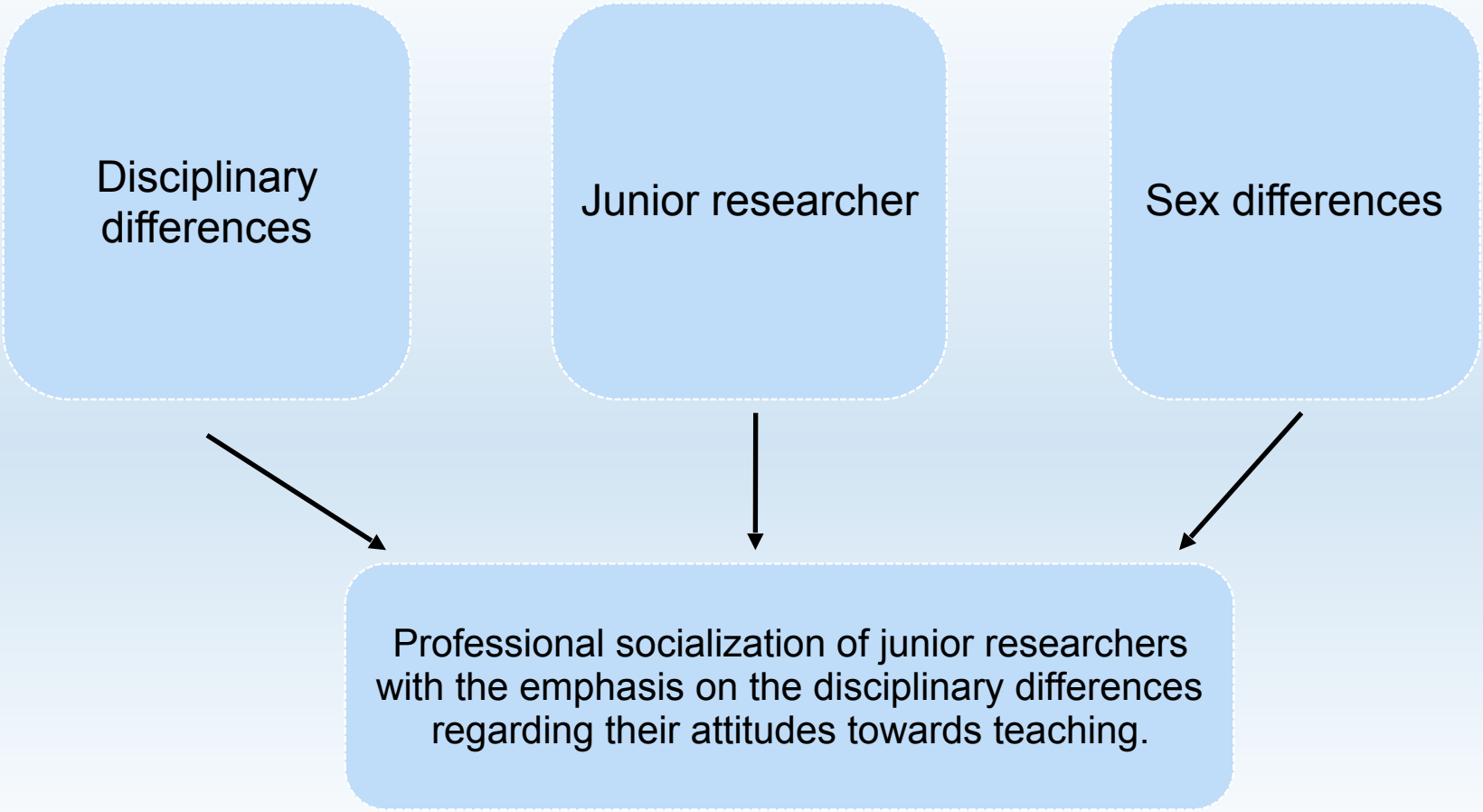
Summary and conclusions (2/2)



Thank you for your attention

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