

Introduction:

The effective use of ICT in modern teaching approaches (MTAs) depends on teachers' education, training, and readiness for systematic change. The Centre for Teaching Support of the University of Maribor Slovenia (CTSUM) was established to educate higher education (HE) teachers on MTAs and develop their ICT competences. **The purpose of the study** was to identify specific ICT and MTA fields in which HE teachers had already sought help from the CTSUM. The results indicate not only the fields in which HE teachers need help the most but also the fields in which the use of ICT and MTAs still needs to be promoted and they will serve as a guide in organising workshops and lectures tailored to the HE teachers' needs in the future.

Methodology:

This study analyses the fields for which HE teachers ($n = 47$) sought help and gives information on the type of support the CTSUM provided. In order to monitor different types of given support, a **comprehensive inventory** was compiled, including a list of the most relevant modern teaching approaches and ICT tools. For the sake of convenience, a shared spreadsheet document (i.e. MS Excel document) was used. The CTSUM's support to HE teachers was monitored from late **September 2017 to late June 2018**.

Results:

The CTSUM provided support through individual consultations (e.g. communication via e-mail, telephone, and meetings) or workshops (e.g. on project-based learning and the use of practical tools).



Modern teaching approaches (32.1%): recommendations to use basics principles of project-based learning and providing ICT tools (e.g. Asana, Veyon); organising a workshop "Project-Based Learning Supported by Asana" and "Veyon, a Computer Control Programme".



Production of graphically rich learning materials and Visualization (22.6%): support on using online tools for editing book covers (e.g. Canva), creating collaborative mind maps (e.g. Coogler), suggesting possible video editing tools (e.g. OpenShot, Shotcut) etc.



Learning management system (17.0%): technical and didactic support on the use UM Moodle (e.g. workshop, grading, question bank, using groups); recommendation for motivating students and providing feedback with gamification (e.g. by using badges).



Voting applications and feedback (17.0%): basic and practical tips for ICT tools in pedagogic process (e.g. Educaplay, Kahoot, and Mentimeter); organising workshop "Effective Feedback with the Mentimeter Tool".



Production of e-slides and written materials (9.4%): recommendation to prepare electronic slides according to didactic guidelines (e.g. MS PowerPoint); effective preparation of interactive presentations (e.g. Prezi).



Videoconference systems (1.9%): technical support on a recommendation for online lectures and web conferences via Arnes Vox (based on Adobe Connect).

Conclusion:

Services and centers assisting HE teachers in integrating MTAs and ICT into the pedagogical process should be aware that the implementation of such practices depends on **individual factors** (e.g. teachers' established teaching strategies, motives, interests, and attitudes) and on **environmental/technical factors** (e.g. ICT equipment, training and support that teachers receive). The activities carried out by the CTSUM and an in-depth exploration of the subject area can change teachers' views on the use of MTA, enhance their readiness for the ICT use, and contribute to enriched teaching-learning experience.

References:

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Improving Higher Education Teaching Practices through the Centre for Teaching Support

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