Teacher

Handbook

Content

BISLA Academic Calendar

Day/Date/Time	Event	Location/Person Responsible
Monday, September 11, to Thursday, December 21, 2023	**FALL SEMESTER**	
Monday, September 11, 2023	**Beginning of the Academic Year** (Convocation for 2021-2022)	Johnson Lecture Hall, Grösslingova 53, *Dr. Abrahám*
October 15, 2023	**Beania**	*Student Council*
Monday, October 30 to Friday, November 3, 2023	**READING WEEK**	
November 3, 2023	**Midterm evaluation for students**	*Send to rihariova@bisla.sk*
End of Fall Semester	**Evaluation of courses by students**	
Monday, January 15, 2024 – Friday, February 16, 2024	**J-TERM**	
Thursday, 15 February 2023	**BA Thesis DEADLINE (3rd-years)**	*Dr. Kusá &, Ms. Rihariová*
Monday February 26, 2024 - Friday June 7, 2024	**SPRING SEMESTER**	
Monday April 1, 2024- Friday April 5, 2024	**READING WEEK**	
April 5, 2024	**Midterm evaluation for students**	*Send to rihariova@bisla.sk*
Friday June 7, 2024	Final grades for the 3rd year students	*Send to rihariova@bisla.sk*
Friday June 21, 2024	Final grades for the 1st and 2nd years students	*Send to rihariova@bisla.sk*
End of Spring Semester	**Evaluation of courses by students**	*Send to rihariova@bisla.sk*
Monday June 17, 2024	**THESIS DEFENSE**	Spitzer Reading Room, Grösslingova 53
Friday June 21, 2024	**COMMENCEMENT**	Johnson Lecture Hall, Grösslingova 53

Slovak Public Holidays in the 2022-2023 Academic Year	
Friday, 1 September 2023	Constitution Day of the Slovak Republic
Friday,15 September 2023	Our Lady of Sorrows
Wednesday, 1 November 2023	All Saints Day
Friday, 17 November 2023	Struggle for Freedom and Democracy Day
Sunday, 24 December 2023	Christmas Eve
Monday 25 December 2023	Christmas
Tuesday 26 December 2023	Christmas
Monday 1 January 2024	Day of the establishment of the Slovak Republic
Saturday 6 January 2024	The Revelation of the Lord (Three Kings)
Friday, 29 March 2024	Good Friday
Monday 1 April 2024	Easter Monday
Wednesday, 1 May 2024	Labor Day (May Day)
Wednesday, 8 May 2024	Victory over Fascism Day (Victory in Europe Day)
Friday, 5 July 2024	Feast of Saints Cyril and Methodius
Thursday 29 August 2024	The Anniversary of the Slovak National Uprising

Contact

📍 Grösslingová 53, 811 09, Bratislava I, Slovakia

☎ +421 2 59 234 312

✉ bisla@bisla.sk

🅕 bislask

💻 www.bisla.sk

▶ BISLA COLLEGE

Whom to contact when…

Different staff members are responsible for different things. Please, find the appropriate contact below.

Lucia Sulíková - Administrative Manager, International Exchange Studies Coordinator

      sulikova@bisla.sk

      +421 2 59 234 312

      +421 907 757 354

      Office: Admin Building, ground floor

      Hours: 9 AM-5 PM on weekdays

   Contact when:
- You need help with your contract,
- You need help with your paycheck,
- You submit the attendance sheet on the beginning of each month,
- You need help with basically anything 😜 .

Barbora Rihariová – Office of the Registrar

      rihariova@bisla.sk/studijne@bisla.sk/registrar@bisla.sk

      +421 940 909 075

      Office: Blue Building, 3rd floor, #35

      Hours: 9 AM-5 PM on weekdays

   Contact when:
- You need help with the scheduling of your classes (room preferences),
- You would like to have a pop-up course,
- You are submitting Midterm Evaluations for students,
- You are submitting students' grades for the course,
- You are submitting theses evaluations,
- You want to have Google Classroom,
- You need help with MAIS,
- You want to arrange a Zoom meeting.

Ing. Alena Steinhauserová - Accountant

      ekonomika@bisla.sk

      +421 2 59234 312

      Office: Admin Building, ground floor

      Hours: 9 AM-5 PM on Mondays and Wednesdays

   Contact when:

- You need help with your contract,
- You need help with your paycheck,
- You need help with any kind of economic document.

Mgr. Dagmar Kusá, PhD. - Undergraduate Studies Coordinator

Assistant Professor/Political Science

kusa@bisla.sk/dagmarkusa@gmail.com

+421 2 59 234 303

Office: Blue Building, 3rd floor, #38

Contact when:
- A student in your course reaches four absences,
- You need help with anything troubling in the classroom,
- You wish to arrange a study trip or event,
- You wish to invite an online speaker from the GLAA network,
- You are concerned about a student's performance, behaviour, or mental health.

Mgr. Lukáš Siegel, PhD. - Marketing/Recruiter

siegel@bisla.sk

+421910220293

Office: Blue Building, Ground floor

Hours: 9 AM-5 PM on weekdays

Contact when:
- You need help with updating your information on the BISLA website,
- You need help with promoting any event happening during your class,
- You need help with promotional material.

Clarissa Tabosa and Lucas Sprouse - Teaching and Learning Center

clarissa-tabosa@hotmail.com

lucasAsprouse@gmail.com

Contact when:
- You would like to have your class observed, or you would like to observe someone else's class
- You would be interested in professional development or a workshop related to teaching and learning
- You would like a consultation on your teaching, class management, or other pedagogical skills
- You would like to consult the student evaluation of your course to think through possible improvements
- You would like to consult your syllabus

- You would like your students to have consultations to improve their analytical writing

Tomáš Kanovský - Property Manager/IT Administrator

    admin@bisla.sk

    +421 2 59 234 450

    Office: Admin Building, basement

    Hours: 8 AM-4 PM on weekdays

Contact when:
- You need help with technical support in the classrooms (speakers, microphones, PC, projector),
- You find something damaged or broken on BISLA premises,
- You have troubles with your BISLA email address.

Teachers' To Do List

What	Deadline	To whom	How
Information list	August 25	Lucia Sulíková	Email (sulikova@bisla.sk)
Course Matrix (learning outcomes)[1]	End September (or at teacher's meeting in person)	Dagmar Kusá	kusa@bisla.sk
Attendance sheet	Beginning of each month	Lucia Sulíková	Email (sulikova@bisla.sk) or in person
Mid-term evaluations[2]	November 3, 2023 - Fall semester April 5, 2024 - Spring semester	Barbora Rihariová	Email (rihariova@bisla.sk) or in person
Final grades	January 10 June 7	Barbora Rihariová	Email (rihariova@bisla.sk) or in person
Theses evaluations	April 2024	Barbora Rihariová	Email (rihariova@bisla.sk) or in person

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[1] See the section on Quality education in this handbook and appendix.

[2] See the section on Assessment and Evaluation in this handbook.

List of BISLA codes and passwords, locations

Main entrance (blue building):   19*
Building in the courtyard (yellow building):   2580*

Adjuncts' Office:
Room #4, lobby of the blue building

Door codes:
Hannah Arendt, Špitzer Room, Rorty Room: 1266*

Copier:
- Blue building on the 3rd floor - you can ask Office of the Registrar to print anything (black and white)
- Basement in the yellow building
  User name: **teach**
  Copy machine password: **tache**

Wifi: same password for all - **bislaliberal**

Google Classroom: If you wish to have your course on Google Classroom, please contact Office of the Registrar (rihariova@bisla.sk) and they will create it for you.

BISLA Ethical Code

BISLA tries to adhere to the highest ethical standards in its academic activities, pedagogical practice, research, and the overall functioning of the university. That is why BISLA has its Ethical Code which sets the criteria for the quality of behaviour within its internal functioning. Together, we want to create a space without discrimination or conflicts, providing help to the students and employees. The BISLA Ethical Code is based on the principles of humanism, human rights, equal opportunities, gender equality, freedom, democracy, and non-discrimination.

Considering that the whole Code is too long and you find it on the BISLA webpage, we are including only the points pertaining to the faculty:

1. The faculty is crucial for the quality of education and the shaping of the BISLA student body. The results of their work, their approach, and their values shape the students. BISLA sets the highest intellectual and ethical standards for its employees and faculty.
2. Excellence and professionalism, moral integrity, dignity, responsibility, honesty, and the creation of a friendly environment free from prejudice or various forms of discrimination are required from every individual who teaches at BISLA.
3. Every person teaching at BISLA must respect the students' right to free access to education. They should treat the students with respect, fairness, and openness. They should not engage in humiliation or immoral behaviour. They should not abuse their position and authority. They should respect and support the creative activities of the students and not take credit for their work. They should strive for the academic and personal development of the students. They should be fair, transparent, and unbiased in evaluating students' work.
4. The faculty must not favour, discriminate against, or exclude students from the educational process based on race, gender, sex, sexual and romantic orientation, political and religious beliefs, social and cultural backgrounds, or other differences.
5. The faculty should maintain a professional relationship with the students and should not exploit this relationship for personal gain.
6. The faculty must not disclose or disseminate information obtained about the students during their professional relationships. Moreover, they must not misuse such information against the respective students or as a form of discrimination towards them.

Sexual Harassment

1. BISLA acknowledges the issue of sexual harassment, regularly communicates with students and staff about this issue, and addresses any reports or suspicions of sexual harassment.
2. The definition of sexual harassment according to Act No. 365/2004 Coll. (Anti-Discrimination Act) is as follows: "Sexual harassment is verbal, non-verbal, or physical behaviour of a sexual nature, intended or resulting in the violation of a person's dignity, and creating an intimidating, humiliating, abusive, hostile, or offensive environment."
3. BISLA is prepared to intervene even in cases that occur outside the university premises and involve individuals belonging to the academic community of BISLA.
4. BISLA has a zero-tolerance policy towards staff, faculty or students who engage in sexual harassment and will address such cases at the university level as well as legally.

In any case of violation of the code, the individual cases will be reviewed by the Ethical Committee. If you experience any violation of the Ethical Code from a student, a staff member, or other members of the faculty, please immediately inform the Undergraduate Studies Coordinator (Dr Kusá).

Attendance and Absences

Student attendance is mandatory for all classes. **PLEASE keep an accurate record** of attendance and turn in attendance sheets to Lucia Sulíková at the beginning of each month for the previous one.

Students are allowed a total of four (4) absences from each course for any reason over the course of any semester. In the case of courses that meet only **once a week, only two absences are allowed**. In the case of **pop-up courses, only one absence is allowed**.

Classes at BISLA start at 9:00 AM at the earliest and 5:30 PM at the latest. A "**tardy**" is defined as arriving within 10 minutes of the scheduled start of class. Three (3) such tardies are considered one absence. A tardy of more than 10 minutes counts as one absence.

Exceeding four absences by one more additional absence[3] results in lowering the final grade from a course. Exceeding four absences by more than two additional absences[4] results in automatic failure (Fx) of the course. The only acceptable reason for more than 4 absences is a serious illness, meaning all 4 would be taken because of that illness.

If a student misses the allotted number of absences (4), please notify Dagmar Kusa, the Undergraduate Studies Coordinator and the Office of the Registrar.

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[3] Without a valid reason discussed in advance with the Undergraduate Studies Coordinator and with the teacher.

[4] Without a valid reason discussed in advance with the Undergraduate Studies Coordinator and with the teacher.

Assessment and Evaluation

Each teacher sets their own **evaluation criteria, which need to be specified in the syllabus, including the percentage of the final grade each component forms**. Generally, it should consist of short weekly written assignments, written exams, student presentations, essays, and student participation. Oral exams are rarely, if ever, given. All assignments, no matter how small, are required. If students don't turn in 2 or more of a course's required assignments, they risk failing that course.

The grading scale is the same in all courses:

A   (excellent)   100-93%
B   (very good)   92-84%
C   (good)   83-74%
D   (satisfactory)   73-63%
E   (sufficient)   62-51%
Fx   (fail)   50-0%

The deadlines for submitting the final grades to the Office of the Registrar are specified in the BISLA Calendar at the beginning of the handbook. Please be aware that the grades of the 3rd-year students need to be submitted earlier than for other years during the second semester.

BISLA Midterm Student Evaluation Form

On top of a student's final grade, teachers should **submit a Midterm Evaluation** as part of a students' overall assessment. Midterm Evaluations need to be subittied **by the end of Reading Week each semester**. Please submit them **to the Office of the Registrar** (rihariova@bisla.sk).

The purpose of this form is to help us track the progress of all students at BISLA according to criteria that are sometimes difficult to assess simply by looking at grades. We are especially concerned with identifying students who may be at risk of failing in their studies so that we may help them before academic problems become too severe.

Midterm Evaluations are then forwarded to students' Academic Advisors who go through them with each of their students.

The Form

BASIC INFORMATION

Instructor: _____   Course   Title:
_____

Student: _____   Grade: (percentage/letter)
_____

VERBAL SKILLS

Classroom discussion: -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9 10
                     Disruptive   Never Speaks   Excellent

Comprehension: 0   1   2   3   4   5   6   7   8   9   10

Communication: 0   1   2   3   4   5   6   7   8   9   10

READING / WRITING SKILLS

Meeting deadlines: 0   1   2   3   4   5   6   7   8   9   10

Comprehension: 0   1   2   3   4   5   6   7   8   9   10

Communication: 0   1   2   3   4   5   6   7   8   9   10

COMMENTS (OPTIONAL)

Essay writing and evaluation instructions

The ability to express oneself clearly and promptly in writing belongs among the key intellectual skills. These skills can only be honed by persistent practice. BISLA places exceptional importance on the writing skills of our students.

Students should expect to write five to six short essays, of which one or two may be longer.

A short essay is approximately 400 – 500 words (2880 - 3600 characters).

A longer essay is approximately 1000 – 1200 words (or 7200 – 8640 characters).

Essay structure, citation style, and plagiarism policy are regulated by international standards and separate internal guidelines. The citation style most frequently used at BISLA is **APA**.
Students should be allowed **one week of time for essay submission**. If an essay is assigned on the first Tuesday of the month, it should be submitted on the second Tuesday of the month.

The **lecturer should return the assignment with feedback within one week of receiving it.** It is recommended to structure the written feedback around the criteria that constitute a good essay (argument, structure, analysis, presentation, etc.). Attached, please find examples of structured essay feedback. Feel free to adapt it to your course's specific needs and individual assignments. For most essays, the following three criteria normally apply:

Ideas: Does the student understand the accompanying reading or the principles behind the chosen subject/argument? Does the student offer original interpretations? Do the student's explanations of terms, ideas, and examples demonstrate an ability to grasp the main points, paraphrase them, and apply them? Does the student answer the question(s)? Does the essay demonstrate an understanding of a subject? Does it wander from one subject to the next without offering more than superficial remarks?

Argument: Can we easily determine what the author's main point is? Does the essay provide a series of points that add up to an argument supporting the main point (thesis)? Does the essay proceed logically from point to point? Does the student provide examples and explanations to support his or her generalisations? Does the essay contain contradictions? Is the paragraph structure logical?

Mechanics and style: Is the student's point of view clear? Does the student control tone? Is the essay free of grammatical errors? Is the essay punctuated appropriately? **Do**

citations and bibliography follow the correct format? Is the prose clear, or do you have questions over individual sentences? Are words spelled correctly?

If the essay is inadequate and does not meet the assignment guidelines or the basic criteria of a clear structure, citation and formatting style, the **student may be asked to resubmit** the essay.

Lecturers are also encouraged to hold office hours and discuss the strong sides and shortcomings of the written assignments with the students in person.

BISLA Criteria for Evaluating Written Work

	A Excellent (100 – 93)	B very good (92 – 84)	C average (83 – 74)	D satisfactory (73-63)	E sufficient (62 – 51)	F(x) fail (50 – 0)
Ideas	Answers the given topic question and thesis. Course and other material well covered. Concepts defined. Fairness to cited authors' ideas, ability to follow logic and seek motivation behind arguments. Stands above the rest of the papers, original.	Answers the given topic and stated thesis. Covers and defines all the main concepts, works with course readings. Able to identify points not covered or missing.	Competent discussion of major points, relevant to topic. Concepts defined.	Suggests some confusion about material Some relevant points missing; not well connected to the assigned topic.	Poor coverage of concepts, little relevance to the assigned topic.	Plagiarism Not reflecting the assigned topic Misunderstanding of concepts
Argumentation	Strong argument presented throughout. Statements supported with evidence, arguments evaluated. Conclusion follows series of arguments. Surprising, innovative, creative thinking. Sources thoroughly cited in APA format.	Clearly explains and evaluates relevant arguments and reasons for such evaluation. Statements are supported. Critical thinking. Coherent. Sources attributed and cited.	Decent effort to engage in analysis. Relying more on description or not supporting statements well. Arguments scattered. Uses few sources. Sources are cited.	Displays some effort of argumentation. Arguments not supported or missing, heavy use of description. Lacking or incorrect citations	Little to no original analysis, largely descriptive or resorting to rants. Sources poorly attributed.	Compilation of secondary sources without original critical analysis. No effort made. Sources not attributed.
Organization	Well organized and laid out. Thesis clearly stated in the first paragraph. Moves in a logical line towards proving/disproving hypotheses and answering research questions.	Neat organization, sections following in a logical sequence. Correct grammar and spelling, good layout and appearance.	Follows a basic structure. Some spelling mistakes and typos.	Organization needs tightening up. Overlooks grammatical mistakes.	Disorganized, proceeds in haphazard manner. Serious grammatical or spelling errors. Lacking structure and layout.	Disorganized, feel of 'last minute' work.
Voice	Creativity. Voice of the author stands out. Appealing. Demonstrates wide vocabulary and ability to weave components together in one thread. Knowledge of the value of words, careful work with meanings. Well written, unique.	Creative, fluent narrative. Sense of individual voice. Use of academic language.	Personality of the author discernible at times. Vocabulary limited, language at times inappropriate.	Little original input, clashing styles or approaches. Using slang, relying on strong language or heavy quotes from other sources.	Absent. Little or no effort to bring in personal voice. Use of slang or expletives to cover the lack of original thought.	Absent.

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Short essay feedback example

Goal and/or Objective	Unsuccessful	Adequate	Successful	Excellent
Essay follows instructions of the assignment				
Essay offers a useful summary and engages the readings.				
Essay raises questions, problematizes an aspect of a topic discussed in a text or in a class discussion				
Essay points to examples, illustrations of the analyzed topic, finds connections to other texts or contexts.				
Essay is structured, offers an introduction raising the main question and a conclusion summarizing the findings and implications.				
Sources are referenced in the text and listed in bibliography				
Suggestions for improvement				

GRADE:　　　　A (100-93), B (92-85), C (84-75), D(74 – 65), E (64 – 55), F (54 – 0)

Longer essay structured evaluation form example

https://sites.reading.ac.uk/curriculum-framework/assessment-feedback/

Using Core Criteria to Guide Judgements about the Quality of Students' Work

Essay Feedback Form Using Core Criteria – Sample Feedback for Essay

Addressing the question	**Using evidence**
☐ The material you use is not relevant to this topic	☐ You don't provide enough research findings, data, quotations or other sourced material as evidence for your claims/assertions/ideas
☐ The material you use is relevant to this general topic, but you don't make clear how it is relevant to this specific question/title	☐ You provide some potential evidence, but the link with your claims/assertions/ideas could be clearer/developed more
☑ Good, you have made it very clear how the material you use is related to the specific issues that are the focus of the essay	☑ Good, you use evidence clearly and convincingly to support your claims/assertions/ideas
	I like the way your descriptions of the research findings are followed by sentences beginning 'In this way…' or 'This suggests…' that draw out the implications of the research.
Developing argument	**Critical evaluation**
☐ Your essay does not contain a point of view or position in relation to the title or question	☐ Your essay is too descriptive – there is not enough assessment of the value or significance of what you describe
☑ Your essay contains some expression of a position, which could have been more explicitly developed and justified	☐ Your evaluative points could be more extensive/explicit/systematic/reasoned/justified
☐ Good, you have established a clear position in relation to the question, and developed that position throughout the essay	☑ Good, you have made some systematic, reasoned and justified assessments of value
Your conclusion sums up your 'position' on this issue. That is fine but it's a very conventional argument to make. The issue you raise in your introductory paragraph – about whether we are really independent individuals – would have made for a more interesting theme or argument for your essay if you had developed it.	*Good, but most of your evaluative points are about the positive value of this research. Can you make any critical points about the limitations of this research? For example have things moved on since the time of Ashe?*
Structuring	**Use of language**
☐ Your arrangement of the material into paragraphs could provide a more logical sequence of ideas	☐ Your essay has too many spelling, grammar, or punctuation errors
☐ Some of your paragraphs do not focus on one main idea each, or are too short	☑ In some passages your writing makes the meaning unclear or difficult to follow
☑ Your introduction could do more to let the reader know how the essay will deal with the issues	☐ Your meaning is clear, but your language is too colloquial
☐ Your conclusion could do more to give the essay an ending which brings together your various points	☑ Make sure you stick to the correct citation conventions
☑ Good, you have structured the material in a way that allows for a logical sequence of ideas	☐ Good, your writing style is fluent, clear and the tone is appropriate
	Especially when you are describing the studies References should give details of sources you cite in the text. Your list is a bibliography.

Overall comment:

Good. You have got lots of interesting points to make about this research, especially your points towards the end about how groups regulate themselves. Can you take the next step, which is to turn a collection of good points into a 'position' or opinion about the whole area? If you can think of one, this would provide a 'theme' or argument that could run through the essay from introduction to conclusion, building up as you show how it is supported in various ways by the research.

A+

Assessment Plus: Using assessment criteria to support student learning

APA citation style overview

American Psychological Association (APA) Style Guidelines Overview

PURDUE
UNIVERSITY

OWL
Online Writing Lab

Poster by Kate Bouwens and Allen Brizee. © 2009 The Writing Lab & OWL at Purdue University.

Introduction

This poster provides *basic* rules for using APA style. To supplement this material, consult the *Publication Manual of the American Psychological Association* (6th edition). The APA manual is available in most writing centers, libraries, and bookstores. You may also reference the Purdue University Online Writing Lab (OWL) for information on APA: http://owl.english.purdue.edu/.

Formatting

Type APA papers on white 8.5 x 11 inch paper. Margins should be 1 inch on all sides. Text should be double-spaced with two spaces after punctuation in between sentences. Use a legible font in 10 to 12 pt. size. Include a page header at the top of every page. To create a page header, type: "THE TITLE OF YOUR PAPER" flush with the left margin. Abbreviate your title to 50 or fewer characters. Then insert page numbers flush right.

Title Page

Title pages should include the "Running header: TITLE OF YOUR PAPER" in the header. In the upper half of the title page, type your name, the byline, and affiliation centered on separate lines.

Abstract

On a new page, center and type the word "Abstract." Beginning with the next line, type a double-spaced paragraph of 120 or fewer words containing your topic, research questions, participants, methods, results, data analysis, and conclusions.

Main Body

The top area of the body pages should contain the header and the page numbers. Page margins should be 1 inch. Indent first lines of paragraphs one half-inch from left margins.

Headings

APA uses a five heading system to separate papers: Level 1: Centered, boldface and lowercase heading; Level 2: Left-aligned, boldface uppercase and lowercase heading; Level 3: Indented, boldface, lowercase heading with period; Level 4: Indented, boldface, italicized, lowercase heading with period; Level 5: Indented, italicized, lowercase heading with period.

Methods (Level 1)
Participant Population (Level 2)
Teachers. (Level 3)
Students. (Level 3)
Results. (Level 3)
Spatial Ability (Level 2)
Test One. (level 3)
Teachers in Training. (Level 4)
Text Two. (Level 3)
Kinesthetic Ability (Level 2)

Site of Study (Level 1)
Participant Population (Level 2)
Teachers. (Level 3)
Students. (Level 3)
Results. (Level 3)
Spatial Ability (Level 2)
Test One. (level 3)
Teachers with experience. (Level 3)
Teachers in Training. (Level 4)

In-Text Citation

Basics

Use the past tense or present perfect tense when using signal phrases to describe earlier research, e.g., "Jones (1998) found" or "Jones (1998) has found." Follow the author-date method of in-text citation: (Jones, 1998).

Place direct quotations longer than 40 words in a free-standing block of typewritten lines and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire block quotation on the new margin and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Place the parenthetical citation after the closing punctuation mark.

A Work with One or Two Authors

Name the author(s) in the signal phrase or in the parentheses. Spell out "and" in signal phrases but use the ampersand in parentheses.

Wegener and Petty (1994) found that... (Wegener & Petty, 1994).

A Work by Three to Five Authors

List all the authors in the signal phrase or in parentheses the first time you cite the source.

(Kernis, Cornell, Sun, Berry, & Harlow, 1993)

In subsequent citations, only use the first author's last name and "et al."

A Work by Six or More Authors

Use the first author's name then "et al." in signal phrases or in parentheses.

Harris et al. (2001) argued... (Harris et al., 2001)

Unknown Author

If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Italicize titles of books and reports; titles of articles and chapters go in quotation marks.

A similar study was conducted with students learning to format research papers ("Using APA," 2001).

Organization as Author

For organization or government agency authors, mention organizations in the signal phrase or the parenthetical citation the first time you cite it.

According to the American Psychological Association (2000),...

Two or More Works in the Same Parentheses

When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Berndt, 2002; Harlow, 1983)

Internet Sources

If possible, cite an electronic document the same as any other document.

In his online journal article, Kenneth (2000) explained....

References

Basics

References lists appear at the end of papers on a separate page. Center and type the word "References" at the top of your list. All lines after the first line of each entry in the list should be indented one-half inch from the left margin. Author's names are inverted; give last names and initials for all authors of a work unless the work has more than six authors.

Single Author

Smith, T. J. (2002). Friendship and social development. *Current Directions in Psychological Science, 11*, 7–10.

Two Authors

List by author last names and initials. Use the ampersand, not "and."

Herroud, D. T., & Petty, R. E. (1994). Mood management. *Journal of Personality & Social Psychology, 66*, 1034–1048.

Three to Six Authors

Jones, M., Yang, E., Ellis, G., Mills, D., Casper, R., Sax, P., et al. (2001). Writing labs. *WPA Journal, 44*(3), 213–245.

More than Seven Authors

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . . Rubin, L. H. (2009). Web site usability. *Technical Communication 57*, 323–335.

Unknown Author

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Organization as Author

American Psychological Association. (2003). *New directions...*

Articles in Periodicals

Author, A. A., & Author, B. B., (Year). Title of article. Title of *Periodical, volume number*(issue number), pages.

Brown, D. Toward effective presentations. *Journal of Marketing, 41*(11/12), 1245–1283. doi:10.1108/03090560710821161

Internet Sources with and without DOI

APA now recommends using a Digital Object Identifier (DOI) if available.

Kenneth, I. A. (2000). A Buddhist response to human rights. *Journal of Buddhist Ethics, 8*. Retrieved from http://www.cac.psu.edu/jbe/twocont.html

BISLA Plagiarism and Cheating Policy

BISLA has a strict plagiarism and cheating policy defined in a separate document which can be found on the webpage. However, here we summarize the most important things for the faculty.

Plagiarism

The general definition of plagiarism used in BISLA policy is as follows: If a student uses a statement, argument, or idea from someone without giving them credit, they are guilty of plagiarism. They can avoid plagiarism by citing their source(s).

If you suspect an assignment is not a student's work, you may require the student to answer questions about the topic of the assignment or about the assignment itself. These questions may be verbal or written. If the student is unable to answer these questions, you may dock some points from the assignment or simply let the student know that they have earned an Fx for that assignment. If you have evidence that an assignment is not a student's work, you are required to refer the student to the Disciplinary Committee.

Plagiarism and Artificial Intelligence

There are many good uses that ChatGPT and similar AI products have to enhance research and writing. You can, for example, use it to give you feedback on your essay. You may brainstorm ideas for a topic (We prefer if students identify a topic in an old-fashioned way, through thinking and deduction, but we live in the real world). You may use it to correct your spelling and style, just like you would use Grammarly or built-in Microsoft Word feature.

However, it is absolutely not permissible to use ChatGPT or similar programs to generate essays or any sort of written assignments. It not only goes against academic standards and ethics, but, much more importantly, it violates the most important learning goals of a liberal arts college—that is to learn how to think creatively, critically, originally, discover own strengths and weaknesses, and practice the art of writing—just as you would practice any other type of skill that you wish to master. If students use AI to do it in their stead, they are cheating themselves in the first place. After all, the goal of BISLA is not for its students to produce the best essays ever (and AI would not do well on that task anyway), but to produce independent, confident thinkers.

Cheating

If a student passes off others' work as their own or if a student helps someone else do so, they are guilty of cheating.

For example, if student A gives their assignment to student B to copy, student B is guilty of plagiarism, and student A is guilty of cheating.

Academic Disciplinary Procedure

First offence: if a teacher has credible suspicions that a student has cheated on an assignment or plagiarised part or all of a paper, the teacher will inform the student and the Coordinator of Undergraduate Studies, who will coordinate the response with the student's Academic Advisor. The student will be called in by the advisor, be given a chance to rewrite the assignment in cooperation with a tutor from the Writing Center. The grade granted for the rewritten assignment will be determined by the teacher and normally lowered by two levels. If the offence is judged to be serious by the teacher and/or the Coordinator, the Disciplinary Committee may be called to deliberate. In principle, a student may be expelled even on their first offence. However, BISLA believes that students should be given a second chance.

Second offence: if the student is suspected of cheating or plagiarising a second time (in any course), the teacher will notify the Undergraduate Studies Coordinator, after which the student will be brought before the Academic Disciplinary Committee to face disciplinary action, i.e., probation or expulsion.

The disciplinary process and due penalties are also described in a separate document to be found on the BISLA website (Disciplinary Regulations for BISLA Students).

Teaching and Learning Centre

BISLA has its own Teaching and Learning Centre, which integrates all the existing support systems at BISLA and strives to develop more to accomplish a complex support system for students and the faculty to ensure the highest quality of education possible. Here you have all the necessary information about what kind of help the BISLA TLC provides which is relevant for you.

The Learning Centre

This part of the TLC is focused on a support system for students, but some information is also relevant for you.

Academic Advisors

All students are assigned an academic advisor who accompanies them throughout their whole studies. Academic Advisors discuss the Midterm Evaluations you provide with each student; they are the ones who are notified when a student is struggling in a class or has exceeded their allowed absences. You can contact any Academic Advisor when you have any concerns about a student.

Academic Advisors 2023/2024

	Samuel Abrahám abraham.xyz@gmail.com	**Dagmar Kusá** kusa@bisla.sk	**Lukáš Siegel** siegel@bisla.sk	**Adam Bence Balazs** balazs@bisla.sk	**Clarissa Tabosa** tabosa@bisla.sk
1st Year	Boháč Radomír Čapkovič Richard Fiala Dávid Habudová Laura Idrisov Deni Karasová Nina Kasmanová Zuzana Majerová Nina	Marina Yeva Matanin Nina Mária Podubisnký Tomáš Rašková Isabella Révay Daniel Rusňák Alex	Bohdan Khovruk Daria Surtsukova Orfanos Fotios Šimčík Matej Švec Samuel Tabachenko Matvii Vlková Bibiana	Tkach Viktoriia	Tkach Kseniia
2nd Year	Badíková Simona Dukátová Laura Klačanová Klára	Al Henami Salma Bančáková Kristína Jaďuďová Simona Višňovská Nina	Kubičinová Lucia Hofer Andrej	Sóki Dávid Adam Szep Daniela Bordovačová Jana Féher Tamás Vincze Melinda	Miklová Paulína Moncoľová Kristína
3rd Year	Boleková Paulína Lacová Simona	Čorej Tomáš Dzibela Lukáš Krajčíková Nikola	Hamza Adam Strecha Samuel Tumbov Petar	Péteri Maximilián	Benková Claudia Hrubá Silvia Sadloňová Adela
Exchange students		Sohma Shimizu			

Peer Mentoring

Another relevant part of the Learning Centre for you is Peer Mentoring. In September, each first year is assigned a peer mentor from older students. They help and guide them through the process of transitioning to BISLA. They discuss with them not only the academic part of their new BISLA life but also the social one. This creates a more elaborate support system for first-year students, especially during their first few months.

For you, it means that if you have any concerns about a student which could relate to their mental health, relationships in the classroom, or anything else you feel could be communicated to their peer mentor, you can contact the student coordinator for mentoring with a concrete student, and they will give you information about their peer mentor.

Student coordinator for mentoring - 2023/2024: Simona Jaďuďová
(simijadudova@gmail.com)

Writing Centre
Writing tutors offer guidance and tutoring for all papers from any course, from Academic Writing to EU Policy (including guidance on literature reviews, research/term papers, reports, documentation, and bibliography/reference citations). Students work with writing tutors who are forbidden to make any changes to the student papers, interfere with the content, or serve as free language editors. Rather than doing the work for students, writing tutors help students to better understand the writing process and learn to enhance their writing with each tutoring session.

If you have a student who you think could benefit from having a session with a writing tutor, feel free to either:
● recommend the student to contact the writing centre (it can even be a requirement if a student wants to rewrite a paper for a better grade)
● contact the Writing Centre or the Writing Centre Supervisor and tell them they should approach a particular student (bislatutor@gmail.com or lucasAsprouse@gmail.com)
● contact the Writing Centre Supervisor and talk to them about arranging a meeting with the tutors, organizing a workshop, or any other activity the Writing Centre could assist with

Writing Centre Policies
Students requesting help from Writing Tutors are asked to read and agree to the following policies:
1. Students can request help by emailing bislatutor@gmail.com to arrange a time and place for a meeting with the assigned tutor. Tutors can decide to hold the session at specific times during which students are welcome to stop by.

2. A student who signs up with a specific tutor ahead of time will be helped first.

3. Before any session between student and tutor, students should provide the tutor with a paper they wish.

4. A student may make no more than one appointment per day and three appointments per week.

5.   The student should bring a copy of their draft to the session.

6.   The student will come prepared with a writing utensil and assignment sheet (if necessary). They will also be ready with their questions about their writing assignment.

7.   Tutors cannot evaluate or assign a grade to a student's paper. Only faculty and teaching assistants can evaluate student writing.

8.   The student is responsible for their work and all decisions made during the session. The student must be an active participant in determining the shape and nature of the session.

9.   Tutors cannot write, edit, or proofread papers for students. They will not correct grammar or provide alternative vocabulary. Tutors may use or refer students to educational software available online to help a student with grammar and/or vocabulary.

10.   The session's goal is not to get homework done but rather to guide students so they can do homework by themselves.

11.   Writing Tutors will prioritise their feedback as follows:

High Priority	Mid-Priority	Low Priority
Does it answer the question?		
Focus	Development	Grammar
Arguments/Ideas	Organisation	Word Choice
Support/Evidence	Coherence	Citations
Audience/Purpose	Transitions (linking)	Layout

14.   The Learning Centre tutors will only help students work on their own original work. If someone is discovered to have brought plagiarised work to a tutor, that student may no longer request help from the Learning Centre.

15.   Grading policies, grades, and/or instructors will not be discussed.

16.   Because tutoring sessions are confidential, tutors will not discuss students' work with any third party other than the Learning Centre supervisor.

Tutors for 2023- 2024

- o Samuel Strecha, samuelstrecha@gmail.com
- o Silvia Hrubá, silviahruba6@gmail.com
- o Andrej Hofer, hofer.andrej@gmail.com
- o David Adam Sóki, sokidavidadam@gmail.com
- o Jana Bordováčová, janabordovacova@gmail.com

- o Tomáš Čorej, tomascorej13@gmail.com (available online while studying abroad)

Writing Centre Supervisor: Lucas Sprouse, lucasasprouse@gmail.com

The Teaching Centre

Since 2022 BISLA has started with the activities of the Teaching Centre which are focused on support and professional development of the faculty of BISLA. You may already have some experience with these activities of TLC, but let us briefly introduce all of them.

Workshops for the Faculty
The TLC is organizing workshops for the faculty, which are always focused on an important topic relevant to teaching. The workshops are led by our trained Teaching Coaches or an external expert in a particular area. The idea of these workshops is to provide a space for the faculty's professional development and exchange experiences from specific classes. So far, there have been three such workshops - on the re-design of syllabi, innovative teaching methods, and using ChatGPT in the classroom. All (and more) the material from these workshops can be found later in this handbook. In the future, the TLC plans on continuing with these workshops. As a faculty member, you do not need to do anything; just sign up when you get an invitation for a workshop.

Observations
Second activity already taking place is teacher observations. The aim of the observations is to get direct feedback from one of our Teaching Coaches on your teaching, particular class, the dynamic in the classroom, etc. All of the Teaching Coaches are trained in supervision and, at the same time, provide observations to each other to improve their teaching skills as well. If you are interested in the observation, please contact Clarissa Tabosa (clarissa.tabosa@fses.uniba.sk) . They would pair you up with a teaching coach according to their availability or your preferences. They would then come to one of your classes (the class can be random or of your choosing based on the topics you are teaching), they would observe the class without interruptions, and only after the class would they provide you with feedback. The observations can also be both ways, meaning you can

observe one of the Teaching Coaches' classes. **BISLA strongly encourages all teachers to use this opportunity.**

Student-faculty partnerships

The student-faculty partnerships are a new activity that TLC plans to implement in the future. The idea is to connect the BISLA student body with the work of faculty. The partnerships would work on two levels. The first one would be on collaborating on research. Students would become interns for the members of the faculty over the summer (if necessary, also during the academic year), and they become involved in the faculty research. In this way, not only would faculty benefits from having extra help on their research, but students would gain invaluable experience in the field of social sciences. The second level represents students collaborating on giving feedback on a particular course. Similarly to the observations, students would be asked to sit in a particular class. This student would have had to take the same class already they would audit. However, this time, the student would focus on helping to improve the class from the point of view of a student. In this way, the student could focus on the overall dynamic of the class and the students' engagement, and at the end of the course, suggest ways to improve these aspects of the class.

Quality education

The TLC strives to keep improving the quality of education at BISLA. All the support systems and activities mentioned above have been put in place in order to do that. On top of that, the TLC team has put together the BISLA Learning Grid[5], which represents the institutional learning outcomes all BISLA students should achieve by the end of their studies. These learning outcomes have been put together in collaboration with members of the faculty, current students, as well as some alumni of BISLA. All of them result from the mission and vision of BISLA. The long-term goal is to connect the particular classes to cover all of the learning outcomes throughout the studies. That is why we would like to ask you to fill in BISLA Course Matrix[6] in which you will indicate in what way you incorporate each of the learning outcomes. You can work with four potential indicators: introduce, use, evaluate, and not consider. They represent to what extent your course incorporates each learning outcome. You can introduce an outcome, which means that the students are only introduced to what they should achieve. You can use an outcome, which means that the students are actively working on achieving the outcome through their studies in your class. You can evaluate an outcome, which means that the particular outcome is part of the overall evaluation of the course, and the students should get feedback on it. Lastly, you do not have to consider all of the outcomes in your class since it is not possible for one course to cover all of

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[5] Please see the appendix.
[6] Please see the appendix.

them. That is why we came up with the Course Matrix to keep track of all courses and their learning outcomes.

TEACHING RESOURCES
Syllabi (re-) design

Each teacher at BISLA is required to submit their course's syllabus at the beginning of each semester[7]. Most scholars never get trained to develop syllabi and courses which are student-centered, however, this is what we recommend at BISLA.

The first question we must ask when thinking about the importance of having a well-designed syllabus is, "Why is this important at all, from the perspective of teachers and students?". There is research in place that suggest that:

- Teachers with a more informative syllabus got better ratings and were seen to care about how their students learn (Saville et al. 2010)
- Students perceive well-preparedness and planning as core attributes of a "good professor" (Cruz et al. 2017)

From the students' perspective, research conducted by Saville et al. in 2010 suggests that the syllabus plays a crucial role in helping students anticipate and understand the expectations placed upon them. Consequently, it provides them with a sense of security by clearly outlining the path they need to follow. Essentially, this sense of predictability acts as a win-win tool: students are aware of what lies ahead, allowing them to prepare in advance, while teachers encounter fewer instances of late submissions or students failing to complete assignments altogether due to their busy schedules.

Designing a new syllabus from scratch:

What is the first step you take in the process of developing a new syllabus? There is no ONE correct way of doing it, but there is a way that might be more effective and may lead to a more student-centred syllabus.

Typically, teachers are given a course to teach and subsequently determine which topics should be included within that course. However, a considerably more effective approach to syllabus

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[7] The BISLA syllabus template is attached at the end of the handbook.

design is to adopt what is commonly referred to as a "Backwards Design Syllabus." This methodology revolves around starting the syllabus development process by examining the ultimate goal or outcome, which is essentially the last step in the instructional sequence.

Instead of asking WHAT WILL I TEACH IN THIS PARTICULAR COURSE or which TOPICS I will cover, we ask: WHAT DO WE WANT TO ACHIEVE WITH THIS COURSE? And by we, I mean we – teachers, we – students, and we – as an institution.

So, in the backward design syllabi method, we ask questions such as

1.   What do we want our students to be able to do as a result of their learning in the course?

2.   What outcomes do we, as teachers, expect them to achieve?

3.   What goals might the students themselves have? (usually, I ask them in the first class, and if relevant, and feasible, I make amendments to the syllabus to address their needs and expectations

4.   What does the department expect of us as well? (e.g. liberal arts context, critical thinking, less "classes" and more debates/discussions/inquiries)

(McKeachie 2013)

Defining goals

What goals do you have as a teacher for that particular course? What goals might students have? "*in most courses we are concerned about helping our students in a lifelong learning process*; *we want them to develop interest in further learning and have a base of concepts and skills that will facilitate further learning, thinking, and appreciation.* " (McKeachie 2013, 8)

A common error that often occurs is confusing the course description with the course aims. The description outlines the content and offerings of the course, while the aims articulate the desired outcomes and what we hope students will gain from the course, aligning with the objectives our institution aims to promote. It is essential to differentiate between the two, as the description provides an overview of the course content, while the aims focus on the intended achievements and knowledge acquisition for the students and the overarching goals of BISLA.

Listing down the topics to be covered throughout the semester.

The crucial aspect at this stage is that we have a well-defined course with clear goals, along with a set of topics that we need to cover throughout the semester. The next step is to establish how we will assess students' progress. This is where the importance of clearly defined goals becomes highly evident.

The goals we set for our course should heavily influence our instructional decisions, particularly when it comes to selecting appropriate assessment methods. By aligning our assessment choices with the established goals, we ensure that our evaluation process effectively measures the desired learning outcomes

Defining your evaluation criteria based on your goals

The goals we establish for our course will ultimately shape many aspects of our instructional approach, particularly with regards to the assessments we choose to employ. For example, if we want to assess students' critical thinking and argumentative skills, a closed-ended question test might not be the most appropriate tool for students' assessment. In this case, a simulation of an international body can be an excellent way to assess not only critical thinking, but also students' argumentative skills. On the other hand, if we want to check students' knowledge on critical learning components (like concepts), short quizzes may be a very effective tool. The main point here is that the evaluation criteria must always be directly linked to the course's goals and learning outcomes.

Syllabus Design Checklist

Source: Gross Davis, Barbara (2009). Tools for Teaching. Jossey-Bass. San Francisco, CA. Pp. 28.

Exhibit 2.1. Checklist: Components of a Comprehensive Course Syllabus

Basic Information	Course Description	Materials

• **Name of university, semester, year**
• **Course title, number, unit value**
• **Course meeting times and location**
• **Instructor, GSI names**
• **How to contact instructor/GSIs:**
  – in-person office hours: times and location (with map if needed); drop-in or by appointment?
  – online office hours: times and how to access (URL)
  – e-mail addresses
  – phone numbers: private office and department lines; mobile, if you wish, for text messages
  – preferred mode of communication (e-mail, phone, text messages, in person, instant messages, through learning management system, through social networking site, etc.)
  – fax number
  – optional: times other than office hours when instructor can be reached
• **Instructor Web page URL**
• **Course Web page URL**
• **Online chat days, hours, and access address, if available**
• **Group mail-list address, if available**
	• **Prerequisites:**
	  – prior courses
	  – knowledge/skills needed to succeed in this course
	  – permission of instructor needed?
	• **Technology requirements:**
	  – laptops for class work
	  – software
	  – clickers
	  – learning management system
	• **Overview of course:**
	  – what is the course about: its purpose, rationale?
	  – what are the general topics or focus?
	  – how does it fit with other courses in the department or on campus?
	  – who is the course aimed at?
	  – why would students want to take this course and learn this material?
	• **Student learning objectives:**
	  – what will students be expected to know or do after this course?
	  – what competencies/skills/knowledge will students be expected to demonstrate at the end of the course?
	• **Methods of instruction:**
	  – lectures
	  – discussion
	  – group work
	  – field work
	  – other methods
	• **Workload:**
	  – estimated amount of time to spend on course readings
	  – estimate amount of time to spend on course assignments and projects
		• **Primary or required books/ readings for the course:**
		  – author, title, edition ISBN
		  – costs, where available
		  – availability of electronic or alternative formats, for students with disabilities
		• **Supplemental or optional books/readings**
		• **Web sites and links**
		• **Other materials:**
		  – lab equipment
		  – art supplies
		  – software
		  – other types of material

Additional Resources:

Gross Davis, B. (2009). Tools for Teaching. 2nd edition. Jossey-Bass: San Francisco, CA.

Lipsky, S. A. (2011). A Training Guide for College Tutors and Peer Educators. Pearson: Boston, MA.

McKeachie, W. J. and M. D. Svinicki (2012). Teaching Tips. 14th edition. Wadsworth Cengage Learning.

Resnick, M. (2017). Lifelong Kindergarten. The MIT Press: Cambridge, MA.

Tyler, R. (1949). Basic Principles of Curriculum and Instruction. The University of Chicago University Press: Chicago.

Innovative Teaching Methodologies

Student Oracy

· Eliminating
    o "Erm…like…erm…"
    o "Yeah…so…sort of…"
    o "You know what I mean…"
· Students will be able to
    o Break down complex tasks
    o Create possible solutions
    o Articulate complex ideas
    o Thrive in the modern world

Supporting Oracy

· Sentences to add on to what someone else has said:
    o "Building on what _____ said about _____, I think ……"
    o "I agree with _____ because……"
· Sentences to disagree with what someone has said:
    o "I politely disagree with _____ because …..."
    o "I see why you might say _____, but I think ……"
· Sentences to ask for more information:
    o "Can you talk more about your thinking please?"
    o "What made you think of that?"

Dialogic Learning

· Learning through egalitarian dialogue and positive argumentation
· Students form their own opinions
· Develops social skills
· Improves language skills
· Enhances creativity
· Promotes critical thinking

Implementing Dialogic Learning

· Start off by asking open ended questions.
· Use visual aids.
· Allow students to take turns speaking.
· Have students write down key points from each person's contribution.
· Encourage students to share opinions and experiences.
· Give feedback.
· Be prepared to listen carefully.

· Let everyone finish speaking.

Low-Stakes Writing

· Does all student writing need to be graded?

 o High-Stakes Writing

  § Formal, structured writing with a formal grade assigned

  § Encourages students to explore ideas outside of the course and incorporate new ideas

 o Low-Stakes Writing

  § Informal writing and informal or no grading

  § Encourages student involvement in course ideas

  § Helps students put content in their own words

  § Prepares students for high-stakes assignments

Low-Stakes Writing Ideas

· Journals

· Free Writes

· Personal Reflections

· Real-World Applications

· Reading Responses

· Exit Tickets

· 1-3 Sentence Summaries

· Directed Paraphrasing

· Definitions

· Translations

· Letters

HOW TO "GRADE" LOW-STAKES WRITING

· √, √+, √-

· Oral Feedback

· Peer Feedback

· Participation Credit

THE FLIPPED CLASSROOM METHOD

· Explore topics in greater depth

· Homework is more accessible

· Class time is more engaging

· Technology dependent

· Perfect for online and hybrid learning

· 15-20 minute video OR 20-30 minute reading

POSSIBLE ENGLISH LANGUAGE FLIPS

- Before
  - o Approaches to Writing
  - o Compare and Contrast
  - o For and Against
  - o Elements of Poetry
  - o Analyzing a Text (Strategies)
- During
  - o Practice these skills
  - o Discuss texts
  - o Engage in collaborative writing
  - o Peer review
- After
  - o Allow time for better processing

Resources:

Abbey, Nicholas. "Developing 21st Century Teaching and Learning: Dialogic Literacy." Johns Hopkins School of Education. http://education.jhu.edu/PD/newhorizons/strategies/topics/literacy/articles/developing-21stcentury-teaching

Alexander, R. J., Hardman, F. C., and Hardman, J. (2017). Changing Talk, Changing Thinking: Interim Report from the in-House Evaluation of the CPRT/University of York Dialogic Teaching Project. York: University of York.

Alexander, R. (2020). A Dialogic Teaching Companion. Abingdon: Routledge.

Bormann, J. (2014). Affordances of flipped learning and its effects on student engagement and Achievement. flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/bormann_lit_review.pdf

Burke, Richard. "Working Up Something to Say: Sequencing Low-Stakes Writing Assignments To Produce a High-Stakes Project." www.sc.edu/fye//events/presentation/annual/.../CT-64.ppt

Centre for Teaching Excellence. "Teaching Tips." University of Waterloo. http://cte.uwaterloo.ca/teaching_resources/tips/low_stakes_writing_assignments.html

Drake, Lynne, Kayser, Micaela, Jacobowitz, Robin. (2016). The Flipped Classroom. An Approach to Teaching and Learning. (A 2020 Vision for Public Education in Ulster County, July 2016). New Paltz, NY: State University of New York at New Paltz, Benjamin Center for Public Policy Initiatives.

Gaunt, A. & Stott, A. (2018). Transform Teaching and Learning Through Talk: The Oracy Imperative. Rowman & Littlefield.

Howe, C., Hennessy, S., Mercer, N., Vrikki, M., and Wheatley, L. (2019). Teacher–Student dialogue during classroom teaching: does it really impact on student outcomes? Journal of
the Learning Sciences 28, 462–512.

"Research on Dialogic Instruction." Center for Research on Dialogic Instruction and the In-Class Analysis of Classroom Discourse. http://class.wceruw.org/dialogicinstruction.html

University Writing Center. "Low Stakes Assignments." Texas A & M University. http://writingcenter.tamu.edu/for-faculty/teaching-writing/assignments/low-stakes-assignments/

Ungrading

The scholarship of teaching and learning in liberal arts education pays close attention to the question of student assessment. The focus of mainstream education on standardised testing, emphasising competition, has long been shown to have detrimental effects on learners. It not only impacts the mental health of students, discouraging many from pursuing education and learning to the extent they may have otherwise enjoyed, but it also takes the attention away from learning itself and places it on the results.

While it may be inevitable to rely on this type of motivation and student assessment in order to compare students and universities and national averages, liberal arts institutions offer space where assessment can be approached differently, nourishing healthier types of motivation towards learning and personal development.

Ungrading is perhaps a bit unfortunate name for the alternative types of student assessment. **Ungrading, in fact, does not mean, as it may seem to suggest, taking away grades altogether.** Rather, **it means taking away *focus* from the grades and placing it on learning progress, acquisition of skills, knowledge, discovery and creativity**. Ungrading approach to course assessment may well (and usually does) produce grades at the end of the course. They are just arrived at differently from the usual teacher-administered grading.

Ungrading raises three key questions:
1. *What is the main purpose of student assessment?*
   Student assessment should, first and foremost, help the teacher and the student evaluate the students' progress, gained knowledge and skills. And it does that, to some extent, under traditional methods of assessment. However, with emphasis placed on the grades, students often focus more on strategies of how to attain good grades instead of the actual development and application of knowledge and its integration with existing knowledge.

2. *Can **assessment** be the central part of **learning**?*
   Assessment can and indeed should be an integral part of the student learning itself. When assessment focuses on one's gradual mastery of knowledge and skills, students not only understand the content, but also the structure of the content, the learning process behind it, why is it organized the way it is, and are more in charge of their own development.

3. *Are grades helping students to progress in their skills and learning?*
   Grades alone carry little information on where and how exactly student should improve. But by breaking down the learning process into several key skills (reading with

comprehension, writing, presenting,...) and equipping students with standards to assess themselves, they are able to grade their own progress and learn from it at the same time. What helps the development of skills and learning is first and foremost timely feedback on their work

But can grades just be abolished?

YES — NO — MAYBE

As mentioned, ungrading is not the most fortunate title for the approach. Ungrading does not always take the grades away. Often you cannot do so, and you also may not wish to do so. You may be required to provide a grade by the school requirement, and students may need grades also for their future graduate studies, etc. "Ungrading" does not just refer to taking grades away, but to moving away from grading by professor as the central element of student assessment. Upgrading may also mean self-grading by student, or grading based on a contract with the students, or switching the letter grades to pass-fail scale.

Types of ungrading
Self-grading
Labor contract specification grading
Ungrading (e.g. pass-fail grade)

The main goals of ungrading are:
- to take focus away from grades and competition
- highlight different areas of skills
- focus on progress instead
- to learn how to learn
- to be in charge of one's own learning

1. Self-grading
- Clear explanation and guidelines
- Learning objectives by skill areas (reading, preparation for class, writing, research, presenting...
- Setting personal learning objectives
- Vocabulary of concepts
- Progress tracker/journal / reflective freewriting essays

LEARNING STANDARDS FOR THIS COURSE

You should think of placing yourself in a four-point scale:
- Mastery of the standard: you can demonstrate this standard consistently and do so well or very well. (In other words, you rock at x.)
- Meeting or nearly meeting the standard: you can demonstrate competence at this standard all or most of the time. (In other words, you occasionally rock at x.)
- Approaching the standard: you cannot do what is listed consistently, but you are closing in on being able to. (In other words, you do not quite rock at x, but with a little more hard work, you will in the future.)
- Not meeting the standard: you cannot demonstrate any or much mastery of this learning standard. (In other words, sadly, your skills with x cannot be described as rocking.)

Textual Analysis Skills:
- Students should be able to read with understanding various texts in political science. They should be able to make an argument about the main topics citing specific evidence from the text.
- Students should be able to extract the main ideas and concepts from the texts and subsequently apply them in different situations.
- Students should be able to understand and remember the concepts even after some time after reading the texts.

Writing Skills:
- Students should be able to compose an analytical paper that successfully argues a thesis that is connected to an assigned topic. Students should be able to remain focused on that argument throughout the paper.
- Students should be able to write with awareness of audience, including in their introduction and conclusions.
- Students should structure paragraphs around clear claims of arguments, supported by specific evidence from assigned texts, and followed through with an analysis.
- Students should be able to appropriately cite primary and secondary sources read in the course and complement them with academic sources found through own research.
- Students should be able to write in clear way, which is easy to follow by a reader. Students should learn to revise their work in response to the feedback.

Content:
- Students should have a vocabulary appropriate for the study of international conflict and post-conflict processes (you will find a list of terms on Moodle).
- Students should develop understanding of historical background that formed the nature of international conflict in the present day.
- Students should have an understanding of the main concepts from the assigned texts and be able to apply them critically.

Habits of learning:
1. Reading/class preparation
   - find help when struggling with understanding of the texts/assignments

2. Class engagement
   - Participating in discussion
   - Listening to and engaging with classmates
   - Coming to class prepared
   - Staying focused on the tasks assigned in class · Attendance and punctuality
   - Being active in team-work

3. Assignments
   - Completing assignments thoughtfully and carefully
   - Assignments follow directions and meet minimum requirements · Assignments turned in on time
   - Contribute an equal share of labour to the group project
     □ Share resources within group
     □ Help teammates to perform at an excellent level
     □ Take interest in the progress of the group, communicate with teammates regularly

Vocabulary (first h

UNDERSTANDING CONFLICT
conflict, conflict escalation, positions, inten
non-violent communication, "I language"

HUMAN NATURE
mutuality, we-ness, conformity, cooperation
groupness
crimes of conformity
emotional intelligence, amygdala hijack (emotion
social emotions, shame, guilt
humiliation, dignity

IDENTITY
identity and dignity
ethnic identity
ethnicity as a process
Anderson: nation as an imagined community
language, religion, press, capitalism and ris
popular nationalism, civic republican nation

COLONIZATION
official nationalism and imperialism
creole pioneers, creole class
racism
decolonization
dual legality
national class

ASSESSMENT

The assessment in self-grading approach is feedback driven. It is labor intensive, as it requires detailed written and oral feedback on all assignments, and meeting with students one on one at least once, but ideally twice or thrice per semester. Therefore, it is impossible to apply in a large class, unless the instructor has teaching assistants available to help with the load.

Midterm and final structured self-evaluation form

Grade reflects evaluation of own progress in given skills and knowledge areas. Instructor meets with each student at least twice during semester–in the middle and at the end–to discuss their individual progress. Students fill out a structured self-assessment focusing on individual skills and knowledge, and go over it together with the instructor. The student also evaluates themselves with a grade. Instructor has the discretion to change the grade, after discussing it with the student.

Example of structured self-assessment by the students

International Conflict and Cooperation: Narratives of Peace, Conflict, and Justice Self-Assessment 1

This reflection is part of the process of self-assessment for this course. It will help us discuss your progress, your strengths, areas for improvement. Mind you, the purpose of this exercise is not to arrive at a grade, but to help you reflect on how you learn, study, and work. Please be as honest as possible.

First, get together what you need:
- the class learning standards (In the syllabus), the vocabulary of key concepts (Classroom)
- Your notes from the class
- Your notes from the readings
- Your assignments

dagmarkusa@gmail.com (not shared) Switch account

Your name

Your answer

Habits of Learning

How many classes have you missed so far?

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ More

What percentage of the readings have you done?

	0	1	2	3	4	5	6	7	8	9	10	
0%	○	○	○	○	○	○	○	○	○	○	○	100%

How seriously have you taken the readings?

- ○ I have read everything thoroughly, checked for things I did not understand, and I took notes from the texts
- ○ I have read all of the texts, some more thoroughly then others, took some notes. I understand most parts of the texts
- ○ I have read most of the texts, I don't usually take notes from the readings, or rarely. Some things were clear in the readings, some are a mystery to me.
- ○ I have read some of the texts, I have a vague idea what they are about, not sure if I could reproduce what was in them though.
- ○ Other:

In my writing, I feel that I am able to find connections between personal experience, concepts, and theories discussed in the readings, knowledge from other disciplines and sources

	1	2	3	4	5	
My game is strong	○	○	○	○	○	I am glad if I turn in anything in writing

When I look through the vocabulary of the key concepts

- ○ I could easily explain all of them in my own words
- ○ I am familiar with most, would have to check on some of them in the readings or my notes
- ○ If I were to explain them, it would be somewhat of a guessing game
- ○ Most of them are not familiar to me

Oral presentation(s)

- ○ My presentation was organized and structured, with a clear central message, supported by materials for my colleagues (handout, ppt,...), I felt quite confident, making sure my colleagues get engaged
- ○ My presentation was fairly well organized, I focused on summarizing the text I worked with
- ○ I am not sure if I managed to deliver the main message I wished to communicate, I feel nervous and uncomfortable when presenting
- ○ Other

Additional comment on the area of your skills

Your answer

Future goals

At this point in the semester, what do you feel you are doing well and should keep doing?

Your answer

Where do you think you should improve?

Your answer

How can this class help you improve in these areas? Any specific activities that you would like to see more of or that could be introduced? Any specific topics you would be interested in, related to the themes of the course?

Your answer

What grade would you like to receive in this class?

- ○ A
- ○ B
- ○ C
- ○ ...I just want to pass

If you were to share one idea, impression, moment, point of learning from the semester so far—something that spoke to you, surprised you, puzzled you, made you feel passionate or angered you—what would that be? (our themes so far were understanding conflict, non-violent communication, human nature, cooperation, conformity (+crimes of conformity), emotional intelligence, personal identity, dignity, humiliation, collective identity, groupness, ethnic identity, nationalism, colonialism)

Your answer

Back   Submit   Page 4 of 4   Clear for

2. Labor Contract Grading

Negotiated specifications for grade levels – use the first class of the semester to negotiate the conditions stipulated in the contract. At the end of the class, the contract is signed by both the student and the instructor.

Start with agreeing together with the students on what constitutes a B (the number of assignments, absences, participation…)

Specify what *extra* work constitutes an A, what constitutes a C, etc.

Students will tell you their standards and usually they are quite strict. They also appreciate the set standards more when they participate on their creation.

There are generally fewer grades (in this type of assessment, it usually does not make sense to specify A+, A, A-, etc.).

Grading Contract for Bachelor Thesis Seminar

Dear colleagues, you are perhaps asking why I am presenting you with this contract. Or perhaps not—after all, we have steered away from traditional grades for some time—and you only wonder "what's this now"?

Imagine this course did not take place at BISLA, but would be offered as a workshop for inspiring writers. There would be no need for credits and for grades. What would matter instead would be your work, your passion, and peers that you can rely on to give you feedback, read and listen, share, and cheer you on.

Grades distract from the true purpose of education. They teach us to strive to please authority and compete with the work of others. We know quite well by now that letter grading negatively influences the learning and motivation of students (Kohn, 2011). Simply put, good grades should not be the goal to strive for when taking a course.

Conventional grading may prevent you from taking risks. When you aim for the best grades, it doesn't allow you to fail in writing. Sometimes, you may even have a feeling that you want to please a teacher with the way of writing, to fulfil all of the requirements and standards of writing. In that case, you don't allow yourself to make mistakes and consequently improve. We need to embrace failure in writing to practice more and learn from the mistakes we make. Grades don't allow us to fail, they punish failure. But we want to exclaim together with ole Beckett, "Try again. Fail again. Fail better"!

Each student develops in a different way and at a different time. Differences are natural and make life wonderful. You should have control over your own learning. Focus on growing as a writer and researcher. That is why we will try to create a community of support, compassion, and an environment where we all care about each other's wellbeing.

And yes, we still have to arrive at a grade at the end of the semester. That is why I propose a labour-based grading contract, which will be based on the work you put in throughout the whole semester. I am presenting you with this draft contract which is subject to change during our first class together, and we will all amend it together as a group. This draft presents the responsibilities we will assume, not the things to which someone else will hold you accountable. I want you not also us to become allies and collaborators and work together, lift each other up. It does not mean you will not be assessed. You will get feedback on your writing and other work not only from me but also firm your colleagues. You should use the feedback to rethink your ideas, improve your writing, experiment, revise. During this process, rely on your peers.

The default grade for this course is a "B". Simply put, if you do everything that is asked of you in a matter that is asked, you put in the work, do all the assignments, participate in the activities and work with your peers, you will get a "B" for this course. In this case, it will not matter what your colleagues or myself think about your writing. We can disagree on the quality of writing, but we need to listen to each other and give one another feedback. The importance is that you do the labor. If you miss a class, do not participate fully, turn in assignments late, forget to

1

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do an assignment, or do not follow the instructions precisely, you will get a lower grade (see the table of the grades on the last page of this contract].

Course Outcome

- Draft of the thesis
  - o Messy, meat on the bones, covering all chapters
- Peace of mind
  - o Managing anxiety, dysphoria, learning the ropes of the process, appreciate self and the progress

"B" Grade

When you meet all the following conditions, you will get "B":

1. **Presence and participation**
   I agree to be present in 10 out of 12 classes throughout the semester, fully participate in all the activities and assignments. That means I can miss one class during the semester and still meet our contract's requirements.
   Presence also means being on time. I agree to come on time or early to class. Walking into class late up to 15 minutes is considered a "tardie"; 3 such "tardies" count as an absence.

2. **Sharing and Collaboration**
   I agree to work cooperatively and collegially in groups. I pledge to be honest, constructive, follow up on feedback

3. **Late/Incomplete Work**
   I agree to turn in properly and on time all work and assignments. All of the writing is intended to be worked with in class, submitting it late therefore does not only impede my work, but hurts to process of collaboration that is the backbone of any writing group. From that follows that I completed all the instructions for each assignment. It is permissible to have one late assignment.

4. **Missed Work**
   If I turn in your work AFTER the 48 hours stipulated in #4 above, then it is considered "missed work", which will have a more negative impact on your grade. As above, it misses the point of producing work regularly to progress incrementally and improve through peer review. It is permissible to have one missed work.

5. **Ignored Work**
   I agree not to ignore any work expected of me. Ignored work is any work unaccounted for during the semester – meaning there is no record of me doing it or turning it in. Since work is the basis of this contract, any ignored work will result in preventing me from meeting this contract's expectations. It is not permissible to have any ignored work

6. **All Work/Labor**

All my work needs to meet the following conditions. To be complete and on time, I agree to turn it on time and in the appropriate manner, complete essays, writing, or other labor assigned that meet all of our agreed-upon expectations. Meaning, I will follow all the instructions given for each assignment, and be honest about completing labor that asks for particular time commitments of me.

Improving My Contracted Grade

The grade "B" depends primarily on behavior and labor. It takes into consideration whether I show responsible effort and consistency in class, if I have done all the work asked of me, if I put in an appropriate amount of work. However, if I would like to get an "A", I will need to put more work in that helps to supports the class. To get an "A", I will need to complete each of the following items.

Suggestions:

- **A Lesson/Activity/Handout**
  Identify a topic that will be of use to my colleagues and prepare a brief module around it through which I will lead them in class

- **Revised Drafts**
  I may do the optional labor of a thorough revision of any of my written work. I must revise two separate draft chapters in order to complete this extra condition. I may turn these to Dagmar at any time. I may only turn in one revision draft in any given week. I may do this up to two times.

- **Helping each other outside of class**
  Weekend writing groups, feedback outside of class,

- **Other Labor That Benefits the Class**

By completing any of the above-mentioned items, I can improve your final grade. If I only meet the requirements for a C-contract or lower, I can use these extra activities to improve my grade to a B.

Breakdown of the Main Components

This table shows you the main components you need to fulfil for a particular grade.

	Number of non-participatory days	Number of late assignments	Number of missed assignments	Number of ignored assignments	Collaboration
A	1	1	0	0	
B	2	1	1	0	
C	2	2	2	0	
D	2	3	3	0	
E	2				
F	3+	4+	4+	1	
X					

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3

Progress tracker

- It is advisable to ask students to keep track of their work on a weekly basis–Excel table works well for this purpose. There, they can note down, week by week, how many hours they spent reading, writing, note-taking, etc. It is also a good practice to evaluate their activity in simple terms (noting down their engagement level or energy level)

3. Non-grading

Non-grading is suited for classes where it is possible to not give a letter grade, and instead focus on mastery of skills or achievement of a specific outcome–drama classes, writing courses, research project, etc.

Evaluation

Pass-fail

or

Mastered -- not yet mastered

- Specification of the level of mastery
- Consistent feedback, ability to improve

How to decide on an approach?

The choice entirely depends on the course, its objectives and activities, and what the teacher and school are comfortable with.

In courses that entail writing, research, presentations, self-grading is an excellent and useful approach (e.g. at BISLA, it is used in Comparative Politics, Theories of Political Parties,...)

In courses centered around numerous small activities that have to be submitted on time, labour-based grading is suitable (e.g. Bachelor Thesis Seminar)

And in creative writing / reflection-centered courses, non-grading may be an option.

Conclusion

It is not that important which particular approach to assessment you choose for your course. Different options work for different classes and also for different teachers. What is most important is to remember that the best motivation of a student towards work is the kind of a motivation a child has when feeding ducklings on the river bank – out of joy for learning, for creating, for helping, discovering something new. It is far more effective than motivation driven by competition, rewards or punishments. The right kind of assessment can help students feed those ducklings and prosper of their own volition.

Resources:
Conversation on Ungrading: GLAA (glcateachlearn.org)
Ungrading: An Introduction (Jesse Stommel)
A Beginner's Guide to Ungrading (Susan Blum)
From Degrading to De-Grading (Alfie Kohn)
Ungrading: What It Is and Why Should We Use It? (C. Sorens) [Includes extensive bibliography]
What I've Learned from Ungrading (Robert Talbert)
Assessing My First Semester of Ungrading (David Clark)

Ungrading and Equity: Does It Support Minoritized Students? (Jaci Smith)
The Unintended Consequences of 'Ungrading': Does Getting Rid of Grades Make Things Worse for Disadvantaged Students (Becky Supiano)
Resources on Contract Grading (Asao Inoue)

Teaching with AI

Empowering Educators: Harnessing the Power of ChatGPT for Transformative Teaching
New emerging technological trends are rapidly changing our daily lives. With more sophisticated and advanced technologies like artificial intelligence, we are able to do the work more efficiently and without greater effort. This is very plausible for students who experiment with AI in order to achieve their learning objectives faster. AI does not only impact the learning process but also dramatically affects teaching processes.

The job market is and will be radically transformed. It is estimated that 300 million jobs will be replaced by the AI. Therefore, the question that all the teachers should be asking is: Are you preparing students for the AI era? Do you teach them the skill they will need in the future?

BISLA plagiarism policy

BISLA has adopted a strict policy in terms of using AI. Even though students are encouraged to incorporate modern technologies into their learning practices, they cannot use them to do all the work instead of them.

Handing in assignments that were written by AI is prohibited! Students have to write their own original works based on the research they have done with their own input. Despite this fact, students can use AI according to the rule of 3 Cs.

Rule of 3 Cs
1. Consult – AI could be used for brainstorming ideas, consulting hypotheses, and helping with finding adequate sources. Artificial intelligence could serve as a tool for consultation similar to the ones student have with professors who try to guide them and help them to conduct proper research.
2. Correct – AI could correct spelling, style, and grammar. It might be used for similar purposes and as a free replacement for Grammarly. (**warning**: if students let AI correct the text, some AI text recognition tools might suggest that the text was written by AI, not by a student)
3. Challenge – AI could provide counterarguments to students´ hypotheses or to the arguments that they use in essays.

Navigating the digital frontier: ensuring responsible use of AI
AI is not supposed to be an enemy of education, but it can become one of your best friends. Simply put, since it is impossible to beat AI, we should join it. It is important to communicate the issues as well as benefits to your students. You should **motivate** them and **explain** why it is beneficial for them to do the work they are assigned on their own. At the same time, you should **encourage** them to use AI but in a responsible manner. Last but not least, all of the expectations concerning the use of AI should be clearly **stated in your syllabus** and **explained** at the beginning of the semester.

Fun fact: 37% of Slovak teachers are not sure they could figure out whether a work was written by AI or their student.

How can you spot that the work was written by AI?
A few indicators could help you determine whether your student might have used AI for writing an assignment:
1.   Sentences are fairly clear, and you have no problem understanding any of them,
2.   Sentences are approximately the same length,
3.   There are no 4-7 lines or longer sentences.

Note: be aware of the fact that some students are excellent writers, and these conditions might not apply to them. The best way to tell is always to get to know your students, their capabilities and skill, writing style, etc.

Text recognition tools
There are various tools that you could use to determine whether the text was written by AI. One of the most sophisticated tools is **GPTZero.** You can find this tool online, and it is free. Be aware that it is not 100% accurate, and in certain instances, it might claim that a human-written text was generated by AI and vice versa.

Note: Please do not accuse the student immediately but try to ask them and discuss the implication respectfully. We want to avoid false accusations that could destroy the trust and confidence of your students.

Inventive students
Students often find inventive ways how to use AI to their advantage. It is not bad per se, but you should remind them to be cautious and sceptical about the information AI provides. There are several situations when modern technology tends to be misguided:

1. **Generating sources-** even though chatbots might be useful during research, mainly through generating resources, they might not exist. Resources provided by AI might look legitimate, but in reality, they are completely made up by the chatbot.
   Advice: ask students to provide links for all of the sources they use.

2. **Generating hypotheses –** chatbots could generate convenient and academically excellent hypotheses, but they might have just stolen them from already written text.

You should emphasize and explain to students that they **always have to fact-check** any information that is delivered by AI. They should always approach it with a slightly **sceptical attitude.** Chatbots are **like Wikipedia –** they might provide correct information, or they might not; you never know, so they cannot be used as a reliable resource.

Integrating AI into your teaching toolkit

Even though you might be afraid that students will make their lives easier by using AI for all of their work, there are a few ways to avoid this scenario. What is your task as a teacher is to test and be aware of the current limits of AI. There are a few good practices that might help you to force students to work on their own (note: this text was written at the end of May 2023, therefore some of the suggestions might be outdated):

1. **Focus on current issues-** ChatGPT has the data only until 2021, it is therefore not capable of addressing current issues. It might not be possible to use this strategy for all the classes and types of assignments, but you can always ask them to connect the analysed topics with a contemporary issue.
2. **Discussion-** ask students to study the topic before the class, so they can answer your questions and discuss the topics meaningfully. They cannot let the chatbot speak on their behalf, so they would be forced to use the arguments and information they remember or are able to formulate on their own.
3. **Simulations-** simulations are a great way of encouraging students to be creative and use the information they have studied beforehand. Whether it is an election simulation, UN negotiations, or a formal debate, these are great tools to enforce the active participation of students.
4. **In-class assignments-** let students write their essays during classes so that you can check whether they are using AI to help them. Students might not be able to do an in-depth analysis of the issue at hand, but this way, you can check whether they understand the key points and are able to formulate a meaningful argument.
   Advice: As an alternative, you might ask students to do the research beforehand, bring notes with the sources to class, and let them use them while writing in-class essays.

AI might also be a very useful tool for you for class preparation. There are a few things that AI might help you with:
1. **Create syllabus-** AI can give you feedback on your syllabus, it can provide you with useful tips for improvements, and it can even help you restructure your class completely.
2. **Generate activities-** AI can suggest various innovative and enjoyable activities you could do with your students during class.
3. **Design classes-** you can even consult the AI about the possible format and structure of the classes. As chatbots have studied a myriad of innovative teaching methods, they can provide interesting inputs.

There are many other ways AI could be used to your advantage, do not forget to explore and be creative. AI is here to stay; it is up to you whether you will let it help you and make your life easier or whether you will miss the opportunity.

RESOURCES

ChatGPT Resources for Faculty. University Center for Teaching and Learning. University of Pittsburg. https://teaching.pitt.edu/resources/chatgpt-resources-for-faculty/

Chen, M. 2009. AI Will Transform Teaching and Learning. Let's Get it Right. Stanford University.
https://hai.stanford.edu/news/ai-will-transform-teaching-and-learning-lets-get-it-right

Appendix

BISLA Infolist template

Vysoká škola: Bratislavská medzinárodná škola liberálnych štúdií (BISLA)	
Fakulta:	
Kód predmetu:	Názov predmetu:
Druh, rozsah a metóda vzdelávacích činností: Dve stretnutie týždenne po 90 min. – prednáška + seminár. (prezenčná forma)	
Počet kreditov: ECT	
Odporúčaný semester/trimester štúdia: . semester	
Stupeň štúdia: 1	
Podmieňujúce predmety:	
Podmienky na absolvovanie predmetu: Hodnotenie predmetu: A: 100-93, B: 92-84, C: 83-74, D: 73-63, E: 62-51, Fx: 50-0. Úspešné absolvovanie predmetu predpokladá, že študent nevynechal viac ako 4 vyučovacie hodiny. Neskoré príchody sa taktiež zaznamenávajú. Tri oneskorenia sa považujú za jednu absenciu. Meškanie na hodinu viac ako 15 minút sa považuje za absenciu.	
Výsledky vzdelávania:	
Stručná osnova predmetu:	
Odporúčaná literatúra:	
Jazyk, ktorého znalosť je potrebná na absolvovanie predmetu: Anglický	
Poznámky:	
Hodnotenie predmetov Celkový počet hodnotených študentov:	

A	B	C	D	E	FX

Vyučujúci:
Dátum poslednej zmeny:
Schválil: Prof. PhDr. František Novosád, CSc.

BISLA Syllabus Template

Course name

Term: Fall 2023
ECTS credits: 5
Lessons per week: 2 x 90 min
Language: English
Instructor: …
Form of study: Lecture + class discussion

Prerequisites
…

Course description
…

Course objectives
- …
- …

Office Hours

Course Requirements and Evaluation
…

Recommended evaluation criteria:

30% **Active attendance** at seminars, participation in debates, preparedness for class
30% 7 various **written assignments:** essays, tests, quizzes (essay -- 3 short essays for the 1st year/ one longer essay of 5 to 7 pages for the 2nd and 3rd year students. It is important to offer written feedback for any written assignment.)
10% **Presentation**
10% **Midterm exam/task** (e.g., elaboration of 1 out of 3 or 2 out of 5 given themes, at home or in class) – *(Mid-term is optional*)*
20% **Final test** (comprehensive written exam) – *(Final test is optional*)*

* If you do not offer either midterm or final exam, you increase the value of the written assignments.

The instructor is expected to provide a midterm evaluation to all students.

Grading System

A – excellent: 100-93%
B – very good: 92-84%
C – good: 83-74%
D – satisfactory: 73-63%
E – sufficient: 62-51%
Fx – fail: 50-0%

Passing a course assumes that a student was not absent at more than 4 lessons.

Academic Integrity
(plagiarism)

Expectations in the Classroom
(phone and computer policy)

Texts
Mandatory readings
…

Note: for the 1st year courses – lecture book + texts (recommended c. 10 pages/week)
2nd and 3rd year – texts (recommended min. 15 pages/week)

Recommended readings
…

Other materials
…

Topics

1. (Introduction)
2. (Topic. Readings for this week.)
3. …
4. …
5. …
6. …
7. READING WEEK
8. …
9. …
10. …
11. …

12. …
13. ..
14. …

Course Schedule (including the deadlines of assignments) - OPTIONAL

Week	Date	Topic	Reading (pp.)
1.			

*****This syllabus is subject to change.*****

BISLA Learning Grid

PROFILE OF ALUMNI Competencies	University Mission element (expressed through specific competencies)	Study Program Learning Outcomes[8]
1. Academic: 1a. Be able to successfully enroll and complete national and international graduate studies in broader social sciences and humanities. 1b. Be able to design and implement individual and group academic research and projects. 2. Professional: 2a. Work with local and national governments, international organizations, and political parties on the analysis and development of policies. 2b. Work with non-governmental organizations, interest groups, media, educational institutions, etc. on identifying and addressing pressing social and political issues.	3a. Educating professionals for the 21st century knowledge economy. 3b. Preparing students to become responsible local and global citizens. 3c. Advocating moral and ethical standards reflecting the culturally and politically diverse world. 3d. Promoting liberal arts approaches to teaching and learning with the emphasis on critical thinking and interdisciplinarity.	Subject-specific knowledge: - *Define* the subject and basic methods of the field, its place and relationships in the system of social sciences, (1b, 3a, 3d), - *Recognize* the way concepts, theories, categories, and methodological approaches are used to analyze ideas, actors, institutions, and behavior (1b, 2b, 3a), - *Examine*, evaluate, and engage critically with different interpretations of political events, trends, phenomena on national and global levels (2b, 3b, 3c), - *Apply* concepts, theories, and methods, to political ideas, actors, institutions, and behavior (1a, 1b, 2a, 2b, 3b). Subject-specific skills: - Identify topics for social science research and humanities inquiry (1a, 1b, 3a), - Use interdisciplinary approaches in the analysis of political phenomena, events, actors, ideas, institutions, and behavior (1b, 2b,), - Apply quantitative and qualitative social science research methods (1b, 3a, 3d), - Be versed in non-discriminatory approaches in social sciences and humanities (2b, 3b, 3c, 3d), - Recognize issues of moral and ethical relevance for contemporary societies (2a, 2b, 3a, 3c), - Proficient use of the English language in academic and professional settings (1a, 3a).

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[8] QAA Subject Benchmark Statements, EQF..., National ..., Sústava študijných odborov—politické vedy, popis 1. stupňa, OECD Attitutes and values for 2030...

		Transferable skills: - Develop a reasoned argument and exercise critical judgment (1b, 3d), - Producing academic papers at an advanced level (1a, 1b), - Communicating ideas efficiently through oral presentation and public speaking (3a, 3b, 3c), - Argue and debate effectively (3a, 3c), - Work independently, demonstrate initiative, self-organization, and time management (2a, 2b, 3a), - Gather, organize, and present evidence, data, and information from a variety of sources, ability to work with research data and databases (1b, 2a), - Be able to work in diverse teams (interdisciplinary, multicultural, and international) (2b, 3a, 3c), - Engage in constructive dialogue, ability to navigate and resolve conflicts (3a). Attitudes and values: - Promote liberal democratic values (3d), - Respect, promote, and defend human dignity and human rights (3c), - Encourage caring and responsible attitude towards self, others, and the world (3c), - Engage in debates and activities of civil society (2b, 3b), - Foster tolerance and empathy, and promote diversity (3a, 3c), - Being self-reflective of one own strengths, weaknesses, and needs.

BISLA Course Matrix

PROGRAM LEARNING OUTCOMES	INSTRUCTOR:_____ Bachelor Thesis Seminar	
Course	Example	
ECTS Credits	6	
ACTIVITIES		
Research Methods	Quantitative and qualitative methods	
Short writing Assignments	Weekly assignments	
Longer writing assignment(s)	Detailed outline of the thesis	
Team Projects		
Long-term Project(s)	Bachelor Thesis Proposal/2 deaft thesis chapters	
Oral Presentation(s)	Mock defense of the thesis	
In-class written assignments	Focus groups	
Tests or Quizzes		
Community Engagement		
Subject specific knowledge		
- *Define* the subject and basic methods of the field, its place and relationships in the system of social sciences, (link to competences and mission elements),	Evaluated	
- *Recognize* the way concepts, theories, categories, and methodological approaches are used to analyze ideas, actors, institutions, and behavior	Evaluated	
- *Examine*, evaluate, and engage critically with different interpretations of political events, trends,	Used	

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phenomena on national and global levels (2b, 3b, 3c),		
- *Apply* concepts, theories, and methods, to political ideas, actors, institutions, and behavior.	Evaluated	
Subject specific skills		
- Identify topics for social science research and humanities inquiry,	Evaluated	
- Use interdisciplinary approaches in the analysis of political phenomena, events, actors, ideas, institutions, and behavior,	Used	
- Apply quantitative and qualitative social science research methods,	Evaluated	
- Be versed in non-discriminatory approaches in social sciences and humanities,	Not Considered	
- Recognize issues of moral and ethical relevance for contemporary societies,	Not Considered	
- Proficient use of the English language in academic and professional settings.	Used	
Transferable skills		
- Develop a reasoned argument and exercise critical judgment,	Evaluated	
- Producing academic papers at an advanced level,	Evaluated	
- Communicating ideas efficiently through oral presentation and public speaking,	Used	
- Argue and debate effectively,	Not Considered	
- Work independently, demonstrate initiative, self-organization, and time management,	Evaluated	

- Gather, organize, and present evidence, data, and information from a variety of sources, ability to work with research data and databases,	Evaluated
- Be able to work in diverse teams (interdisciplinary, multicultural, and international),	Used
- Engage in constructive dialogue, ability to navigate and resolve conflicts.	Not Considered
Attitudes and Values	
- Promote liberal democratic values,	Used
- Respect, promote, and defend human dignity and human rights,	Not Considered
- Encourage caring and responsible attitude towards self, others, and the world,	Used
- Engage in debates and activities of civil society,	Not Considered
- Foster tolerance and empathy, and promote diversity,	Used
Being self-reflective of one own strengths, weaknesses, and needs.	Used

	Not Considered
	Introduced
	Used
	Evaluated