

EDITOR'S NOTE

How to Teach in Higher Education: selected chapters is a textbook for PhD. students or new teachers in higher education. Teaching at the tertiary level has its specific features which differ it from teaching any subject at elementary or secondary level. This is why even graduates of teaching programmes need to pay attention to how the knowledge and experience from teaching at the lower levels for which they already have their qualification to teaching in higher education.

This textbook presents selected chapters which focus on a variety of areas identified by their authors as relevant for new teachers. In the first chapter named *Teaching in the Context of Higher Education* the attention is paid to the most important features of the higher education such as teacher and student roles including beliefs, characteristics of different types of learners as well as approaches which are desirable to apply in order to achieve intended outcomes.

The second chapter, *Teaching Modes in Higher Education*, identifies in more detail teaching modes most common at the tertiary level – lectures and seminars. It looks at how to conduct a lecture in such a way that it would keep the attention of listeners. It offers tips and important considerations in connection to leading seminars so that they become a field of sharing knowledge and experience rather than a passive presence.

Chapter 3 named *Using Technology for Presenting Ideas* offers the ways a teacher in higher education can use to incorporate technology in the teaching and learning process. Technology has influenced the way we live in every aspect. Education is no exception; however, teachers still resist opportunities that technology-enhanced teaching brings in the classroom and tend to avoid it or at least eliminate it while teaching. This chapter looks at how technology can be integrated into teaching in an effective way.

In the same way the next chapter – *E-learning in Higher Education* – takes the idea of using technology in higher education further towards the development of learner autonomy. Students in higher education have highly developed metacognitive thinking and this serves as a good premise for directing their own studies. At the tertiary level this does not seem as an opportunity but a must. This is why e-learning is indispensable in higher education in many ways. The chapter identifies these areas and explains the benefits for learners if e-learning is a part of the learning process.

Teachers working in higher education usually tend to prepare their own material for their students and textbook writing seems to be an important part of their life. This is why young teachers need to get ready for what it means besides using textbooks also to prepare one. Chapter 5 - *Teaching Materials: Designing Teaching Texts* – offers the basic insight into the process of collecting teaching materials and preparing it for publication.

Studying at university of any type requires a responsible approach from the learner since a lot of work they need to carry out is an independent work. Learner autonomy at a tertiary level needs to be not only applied but also developed. Since developing as an autonomous person is a life-long process, teachers at universities should create conditions for students to improve their qualities of being an independent, self-directed learner. Chapter 6 provides young teachers with the main principles of the *Development of learner autonomy* in higher education and the ways how it can be brought to life.

Education and assessment are closely connected from the lowest levels to the university level. Assessing higher education students requires a thorough insight into all aspects of evaluation which will differ in many aspects from the approaches applied at lower levels especially since majority of assessment acts are traditionally concentrated into exam period. Chapter 7, *Assessment in Higher Education*, considers a variety of assessment methods appropriate for the tertiary level. It suggests the importance of feedback and presents various ways of conveying feedback to learners.

The work of teacher at a university level does not consist of teaching only. A heavy load of work has to be conducted on research within a specific area. Academic research and its rules are the focus of the last chapter 8, *Academic Research*. Readers will have a chance to see an overview of various research methods and consider various types of research. Since conducting a research is an inevitable part of the life of a university teacher, it is important to be aware of this part from the very beginning. Especially PhD. students need a lot of support in the early phases of their research. This chapter offers the basic help with this.

The textbook *How to Teach in Higher Education: selected chapters* is primarily aimed at new teachers in higher education and PhD. students. However, many experienced teachers can find it useful since the tips and suggestions included in this textbook can change the way they have taught for years; if considered and accepted, of course. It is also a partial outcome of the grant project *KEGA 065PU-4/2016* which focuses on the possibilities of using e-learning in higher education for the purposes of internationalisation of study.

Editor