



Activating Methods As Tools to Increase the Quality and Effectiveness of Tertiary Education

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Abstract

Tertiary education must respond to the contemporary changes that take place in our society. Such changes do not touch only transformation of the content of school curriculum, do not result only in new forms of areas of study, in new ways to organise education and evaluation of students' work, in relations between students and their teachers, but they also bring variations in the usage of teaching methods. Knowledge explosion, their inclusion in learning and immediate practical efficiency requires a new technique of university preparation. The output of studies thus is a definition of graduates' competences that involve critical and comparative thinking, problem solving, creativity, team cooperation, and communicativeness. Appropriate teaching methods enable university teachers to develop the above mentioned students' personal qualities and to extend theoretical knowledge of a certain area of study. They create conditions in which a university teacher and student enter a relationship marked by a mutual respect, regard and quality partnership that enrich the both partners in a professional and personal way. By selecting and choosing appropriate teaching methods, a university teacher may directly affect the quality and effectiveness of tertiary education. In the complicated financial situation that takes place and the reforms that Slovak universities are undergoing, teaching methods may be the tools to increase the level of quality and effectiveness of tertiary education. Activating teaching methods do not usually require raising financial resources, ensuring special teaching aids, technologies, nor creating or building special classrooms. We, nevertheless, ask a question whether it is necessary to search for new teaching methods and techniques or whether we could manage just with the standard methods that have been innovated within the area of education by active and creative teacher's approach. These are the phenomena that we tackle in our paper as well as the results of our research that the paper offers.