



ŠKODA AUTO Vysoká škola

ROD 2022

12. 1. 2022

Projekt CIICPD a tandemová výuka jako příprava na profesní praxi

Mgr. Lenka Stejskalová, MBA

Mgr. Dagmar Sieglová, MSEd., Ph.D.



Critical Incidents in Intercultural Communication and Promoting Diversity



ŠKODA AUTO Vysoká škola

- **ŠKODA AUTO University**
(Mladá Boleslav, Česko)
- **University of Applied Sciences Zwickau**
(Zwickau, Německo)
- **University of Siena**
(Siena, Itálie)
- **University of Applied Sciences Upper Austria**
(Hagenberg-Linz-Steyr-Wels, Rakousko)
- **Seinäjäski University of Applied Sciences**
(Seinäjoki, Finsko)

ŠKODA AUTO University



Westsächsische Hochschule Zwickau
University of Applied Sciences



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Critical Incidents in Intercultural Communication and Promoting Diversity



ŠKODA AUTO Vysoká škola



Kritická událost

- Situace vybočující z normálu či očekávání (překvapení, zlost, potěšení, uvědomění, poučení, stud, konfrontace, změna postojů, konflikt, radost...)
- Negativní i pozitivní emoční obsah
- Vede k interpretacím na základě předchozích zkušeností
- Dlouhodobě se udrží v paměti
- Zásadní význam pro další život nebo kariéru
- Využití v psychologii, kariérním poradenství, interkulturním managementu, medicíně...

Critical Incidents in Intercultural Communication and Promoting Diversity



Intellectual outputs:

- **IO1 – Articles** in professional journals (GE)
- **IO2 – Book** on Critical Incidents (CZ)
- **IO3 – Syllabi**, curricula development (IT)
- **IO4 – Training models**, methodology and materials for training programmes (AT)
- **IO5 – Bachelor and Master Theses** (FI)

Dissemination: Summer school 2021 (CZ), Summer school 2022 (?), Final conference 2023 (CZ)



ŠKODA AUTO Vysoká škola



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Tandemová spolupráce

Mezinárodní spolupráce v
rámci projektu CII CPD



Erasmus+ KA2 1/9/2020 - 31/8/2023

Critical Incidents in Intercultural Communication and Promoting Diversity

LS 2021 – Mezinárodní tandemová spolupráce



ŠKODA AUTO Vysoká škola

- **ŠKODA AUTO Vysoká škola, Mladá Boleslav, CZ**

- Katedra jazykové přípravy a interkulturních kompetencí
- Obchodní angličtina
- Dagmar Sieglová



- **University of Applied Sciences Upper Austria, Hagenberg, AT**

- Informatics, communication & media
- Interkulturní komunikace
- Martina Gaisch



LS 2021 – Mezinárodní tandemová spolupráce



ŠKODA AUTO Vysoká škola

■ **Formy spolupráce**

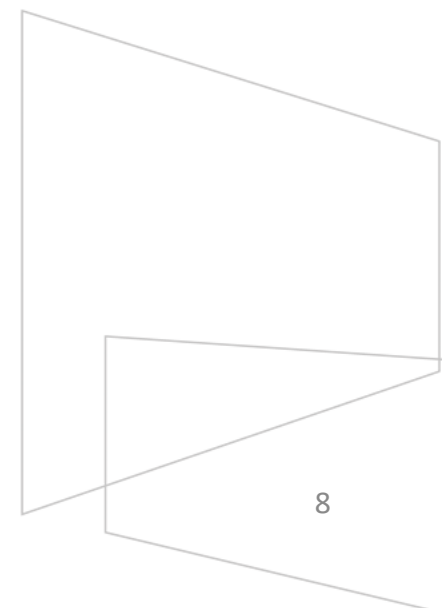
- Tandemy dvojic CZ / AT
- 24 / 16 studentů (20 tandemů)
- Denní / dálkové studium
- Ekonomická angličtina / interkulturní management
- Trvání projektu 10 týdnů (12/14-týdenní semestr)
- Online

LS 2021 – Mezinárodní tandemová spolupráce



ŠKODA AUTO Vysoká škola

- **Srovnávací studie ve vybraných tématech**
 - Volba tématu
 - Výzkum od stolu
 - Terénní výzkum
 - Společný akademický plakát
 - Společný abstrakt
 - Individuální video prezentace
 - Závěrečný workshop – sdílení zkušeností



LS 2021 - témata

Ban on single-use plastics

Jaroslava Ungerová, AJC1-3, ŠAVŠ / Damir Hošo, LAN2, FHO0

Introduction

According to the European Commission, plastics account for more than 30% of marine waste. That is why the European Parliament has decided to introduce a directive banning single-use plastics throughout the EU from 2021. Under the terms of the ban, plastics, we can imagine plastic bottles, plastic cups, straws, or ear sticks. Moreover, these products make up 70% of marine waste. Due to its slow decomposition, plastics accumulate in seas, oceans, and beaches around the world. Some mammals are also found in marine animals' bodies, such as turtles and whales. For these reasons, it is vital to stop this issue and start addressing it.

Methodology

An online questionnaire was created for this research, distributed via social networks to Czech and Austrian university students. We focused on the students because we think it is a generation that cares about the environment and is not indifferent to the planet's future. The questionnaire's main aim was to find out what they think about the ban on the use of single-use plastics and whether they are willing to use alternatives to plastic products. Also a comparison of the views of the two nations. Finally, a total of 29 responses were collected from Czech university students and 18 responses from Austrian university students.

Results

Almost all respondents sort waste and are aware of the consequences of using single-use plastic. Only eight Czech students stated that they had not heard of the ban. This finding is surprising, as there has been a lot of talk and writing about this problem. On the other hand, only six respondents do not agree with this ban, considering it unnecessary. However, the responses of others, who are aware that plastics are harming our planet and need to be addressed, were gratifying. Also, most respondents do not see a problem in using alternative materials, such as paper, so they consider them to be more environmentally friendly. For the rest the paper isn't an alternative to plastics.

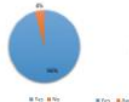
Conclusion

The great advantage of this issue is that the young generation is aware of the problem with single-use plastics. Environmental legislation will be required. Ban and will regulate the disposal of single-use plastic through a policy of taxation and fines. The world would be a better place without pollution because animals would not die due to single-use plastic consumption. People would not come into contact with diseases. The physical and biological aspects of the environment would remain unchanged by plastic. If society does not care about the only place we can live, which is the earth, then it is scary to think about where we can end up living when we are alive after all.

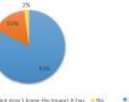
References

European parliament [online]. Parliament bans single-use plastic of 2021. 2019 [2021-04-13]. Available from: <https://www.europarl.europa.eu/media/press-room/2019/321196/1111/parliament-debates-on-single-use-plastic-ban-2021>.
Vědecký [online]. Natur Vědecký. 2021 [2021-04-13]. Available from: <https://www.veticky.cz/grafik-vakvacin>.

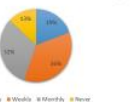
Do you sort waste?



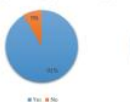
Are you aware of plastic pollution and the impact it has on the environment?



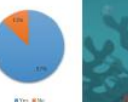
How often do you use single-use plastic? (straw, dishes, ear sticks)



Are you willing to use alternatives to single-use plastics? (paper straws or cups)



Do you agree with the ban on single-use plastics?



Food overproduction and waste

Causes of the food waste according to a questionnaire

By: Petra Vaňková, Bc. Yuan Yuan Hu
Field of study: Environment
Topic: Food overproduction, Food waste

Introduction

The worst of the seven wastes of Lean Manufacturing (7 wastes), which means making products in greater quantity or before it is needed. It uses all possible resources such as fuel, water, fertilizer, increasingly increasing greenhouse gas emissions and then when food is wasted, it produces even more CO₂. The amount was estimated to 4.4 gigatons CO₂ per year.

Approximately 1.6 billion tonnes produced in the world for human consumption every year gets lost or wasted. Food loss typically takes place at harvesting, production, distribution, waste at consuming stages. The food gets spoiled, spoiled or reduced in quality and value. Food waste typically occurs at retail and consumption stages. It is the food which completes the whole food supply chain, but will not get consumed and is thrown away.

Interesting facts & Findings

In the undeveloped world, the waste happens before the food gets to people. From lack of technology and proper storage facilities. In the developed world, it's the staggering amount of food that's thrown out after it gets to our homes and plates. Surprisingly, there is no such difference in the amount of thrown food between industrialized and developing countries.

If wasted food were a country, it would be the third largest producer of carbon dioxide in the world, after the U.S. and China.

Per capita waste by consumers is estimated to be 95 to 115 kg a year in Europe and North America. On the other hand, consumers in sub-Saharan Africa and Asia, each throw away only 6 to 11 kg of food per year.

At retail level, food waste arises more due to quality standards that over-emphasize appearance.

Causes

The questionnaire shows that food consumption of one Czech is 780 kilos, and the total food waste based on the estimated data from FAO from 2021 is quantified as 820 851 tonnes, which means that it means approximately 81 kilos per one person a year in Czech Republic.

On top of the pyramid there are fertilizers as the final consumer with the share of waste 31% (254 thousand tonnes) per year, which means 25 kilos in farms. The biggest part represents fruit and vegetables in summer, when it is difficult to keep them fresh. Other significant products in waste is poultry, the share is seasons is constantly similar during the year. The rest foods with small shares in the total waste portfolio are for example meat, eggs, fish products and drinks. The reason seems to be very often in the purchase habits and plans of the families served by retailers.

At the second place of the total waste share in the demand chain is Agriculture level. There is about 20% of the harvest which is not used with the ecological norms of the whole world and finally is discarded.

Moreover, the yield is strongly dependent on weather and climate conditions. In the winter situation crop after another is discarded. At the end, the waste of farmers are not down on more than 10% of the total harvest, from which they need to cover their costs and live in the better years.

The waste at Manufacturer level is mainly caused by too excessive quality and lower from the side of the wholesaler and for retailers in demand prediction. The requirements for consumable products are strict and in case that some of the products do not comply with the quality and check, the whole order is refused. Also, it is impossible for manufacturers to use the for order. They should work with the prediction of the demand, which can lead to big bulky effect.

Conclusions

Finally, the distributor as a middleman in the whole chain should take care about the condition of the transported goods. That means the risk is occasional, depending on the type of food, either the delivery is good and not damaged during the transport and the wholesaler rejects it.

Possible solutions

- Associations, companies addressing global challenges such as SPRK, global.
- Happening programme – farmers selling at morning market for small money to warn about food overproduction.
- Redistribute food for further usage.
- Improved storage methods - The United Nations World Food Programme (WFP) provides farmers with training on post-harvest crop management in five key areas: Harvesting, drying, threshing, sanitation and storage.
- Legislative supports – waste recycles to the food bank.
- Better food date labels.
- Consumers' enlightenment on food manipulation and planning.
- Composting the leftovers.
- Implementing the community fridge – programme of sharing food with strangers in local outdoors fridges.
- Growing more resistant genetically modified crops for consumption, not for cattle feeding.

Methodology

Content of this work stands on secondary data analysis. Data were obtained from professional articles and publications as well as from the website of environmental organizations especially The World Bank or Food Print. Furthermore, the work also stands on the data analysis from questionnaire delivered to consumers in Czech Republic.

Consumer's behaviour

Preferences

Unidentified appearance

Inference for food industry over-ordering

Intentional clutter creates the idea of abundance

Psychological pressure to buy

Unsold and expired food

Over-manufacturing and over-ordering in food stores and supermarkets

Purchase and preparation of too much food

Excess purchases

Forgotten leftovers in fridge

Excess of food on the plate

Production trials, packaging defects, trial runs

"Perfect industrial processing"

Errors in industrial processing of the food

Lack of appropriate planning in the whole

Keeping up with the food safety policies

Inspection in appearance and other factors lead to rejection

Companies have to comply to food safety regulations

Lack of planning on the consumer part

People change food

Prepare food food

Over-preparation of food in restaurants and food service industry

Managerial, financial and technical constraints in food production

Developing countries

Technical difficulties in harvesting and storage system

Weather conditions

Infrastructure, packaging and marketing system

Management: more food prepared / overproduction of costs

Quantify the amount of food consumed on average

Over-preparation of food in restaurants and food service industry

FOOD WASTE

Ekologie

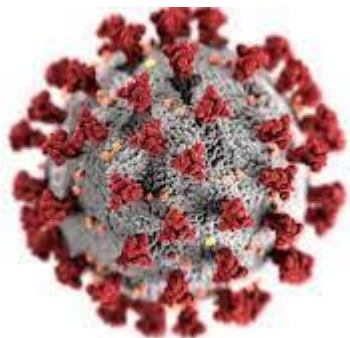
Ekonomie

Automobilový
průmysl

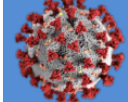
Životní styl

Covid-19

LS 2021 - dopady pandemie (5/34)



- Online výuka na ŠAVŠ
- Herní průmysl
- Pořádání sportovních událostí (Formule 1, fotbal)
- Cyklistický průmysl
- Filmový a hudební průmysl



Impact of the COVID pandemic on the teaching of ŠKODA AUTO University students - online lessons

Bc. Zdeněk Viktorín

19.5.2021, AJCI-Module 3, ŠKODA AUTO University



Introduction

In year 2020 appeared first case with a virus called COVID. Since then, the virus has spread around the world. So far, about 160 million people have become infected and 8.2 million have died. The consequences of COVID affected the daily lives of all people around the world, including teachers and students. Teaching had to be relocated to online world to prevent the spread of COVID. Not only for students, but also for teachers, it was a challenge that most of them have not tried yet. It was not a big problem for people from developed countries to sit down at a computer and work or study from home. Bigger problem has been in poorer countries, where the virus is spreading faster due to poorer living conditions. Moreover, students inability to study due to not having high-quality online connection technologies.

This research deals with the impact of online teaching on students at ŠKODA AUTO University. It is interesting to find out whether online teaching was beneficial and what needs to be improved from the students point of view, because it is possible that a similar situation may recur at some point in the future.

Methodology

The background of the issue was studied with the help of several current articles. Selected method of this research is a survey. To obtain data for the research was used an online questionnaire from the website: www.surveymonkey.com. Interviewed were only students from ŠKODA AUTO University and the total number of respondents was 58. The questionnaire was disseminated using social network called Facebook, where was added a post to individual groups with a link. The aim of the questionnaire was to find out the quality of online teaching at ŠKODA AUTO University and most common problems that bothered students in class. Last but not least, also get useful tips to improve teaching for teachers in the future.

Findings

Gender

Do you think that online teaching at ŠKODA AUTO University had high level of quality and was constantly improving?

What kind of studies are you currently studying?

Did you enjoy online lessons?

What would you recommend to teachers to improve teaching?

Results

The results of this survey suggest that responded more women than men. At the same time, three quarters of the respondents were more from a higher master's studies. Most students were satisfied with the quality of teaching at ŠKODA AUTO University. More students also prefer school teaching before online learning. The most students bother in online teaching the lack of contact with classmates and the need to sit for long hours at the computer. Last but not least, a number of recommendations for improvement have been made for teachers, such as giving students more creative tasks or using more computer applications.

Conclusion

Online teaching during the COVID pandemic was a challenge not only for students, but especially for teachers, who also had to change their teaching style. Over time, some students began to suit the online teaching methods, while others looked forward to re-teaching at school. This survey can be useful for teachers, who can take as example from the individual recommendations of students for the future for further potential online teaching.

References

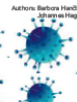
- NAMBIAR, Deepika. The impact of online learning during COVID-19: students and teachers' perspective. The International Journal of Indian Psychology, 2020, 8.2: 788-798.

- FRANCHI, Thomas. The impact of the Covid-19 pandemic on current anatomy education and future careers: A student's perspective. Anatomical Sciences Education, 2020, 13.3: 812-815.

- ALMAN, Muhammad, ANWAR, Kainat. Online Learning and the COVID-19 Pandemic: Students' Perspectives. Online Submission, 2020, 2.1: 45-51.



Covid - 19 and its impact on the cycling industry



Introduction

Cycling industry
Bicycle is a single-track vehicle and is powered by human power. The first, truly safe bike with the same size both of wheels, with a rear-wheel drive chain and a steerable front wheel was made in 1885 by the English inventor John Kemp Starley. Over the years, the bike has developed to its current form. We recognize 5 types of bicycles: city bike, trekking bike, mountain bike and racing bike and e-bike. Cycling is nowadays a very popular and supported sport not only for young people. Thanks to e-bikes, even older people now often ride bicycles.

Methods

The method of interviews was chosen for this research. The interview was conducted with a total of six respondents from Czech Republic and Austria. The research is focused on the cycling industry and the impact of the COVID-19 pandemic. Research has also been conducted through news articles and academic articles. The research showed, for example, whether the number of active cyclists increased or not, or how many % of people started cycling. You can read more in the "results" section.

Results

1 According to the research, half of the respondents bought a new bike during the pandemic and the frequency of cycling increased by 50 %.

2 In individuals who often cycled even before a pandemic, the frequency of cycling did not increase significantly. The majority of 75 % of respondents use a specialized bicycle service shop for the maintenance. The research also revealed that Austrian respondents ride a bike more often than Czech respondents, regardless of the covid pandemic. It was also found that the pandemic did not significantly change the cycling frequency of Austrian respondents, in contrast to Czech respondents.

Conclusion

Based on research and findings, it is clear that the COVID 19 pandemic has a major impact on the cycling industry in a positive sense. Most industries struggle for survival on these pandemic days, but that's not the case with bicycle shops. Their sales for bicycles and maintenance are at their maximum in the last year.

Interesting facts

- In Britain, sales of bicycles and bicycles accessories increased by more than 60 % during 2020
- Before the pandemic, the classic bike sold for an average of £ 1600, during the pandemic the price climbed to £ 3,200.

References

<https://www.bike-association.com/news/2020/06/06/bike-association-reveals-75-increase-in-bike-sales-during-covid-19-lockdown>

<https://www.bike-association.com/news/2020/06/06/bike-association-reveals-75-increase-in-bike-sales-during-covid-19-lockdown>

<https://www.bike-association.com/news/2020/06/06/bike-association-reveals-75-increase-in-bike-sales-during-covid-19-lockdown>

Excessive demand for bicycles during COVID-19

Pros	Cons
Ecology support	Higher prices
Higher interest about trips in local nature	Longer delivery time
Higher profits of sellers	Lack of components

LS 2021 – implikace

Většina aktuálních společenských témat **nezná hranic**.

Současný **svět je propojený**, vzájemně se ovlivňující a **závislý na hledání společných řešení** globálních problémů.

Mezinárodní **spolupráce** je základním **předpokladem pro budoucnost**.

Je **v zájmu studentů** připravovat je na realitu života a pracovní praxi již při studiu.

HODNOCENÍ očima studentů



ŠKODA AUTO Vysoká škola



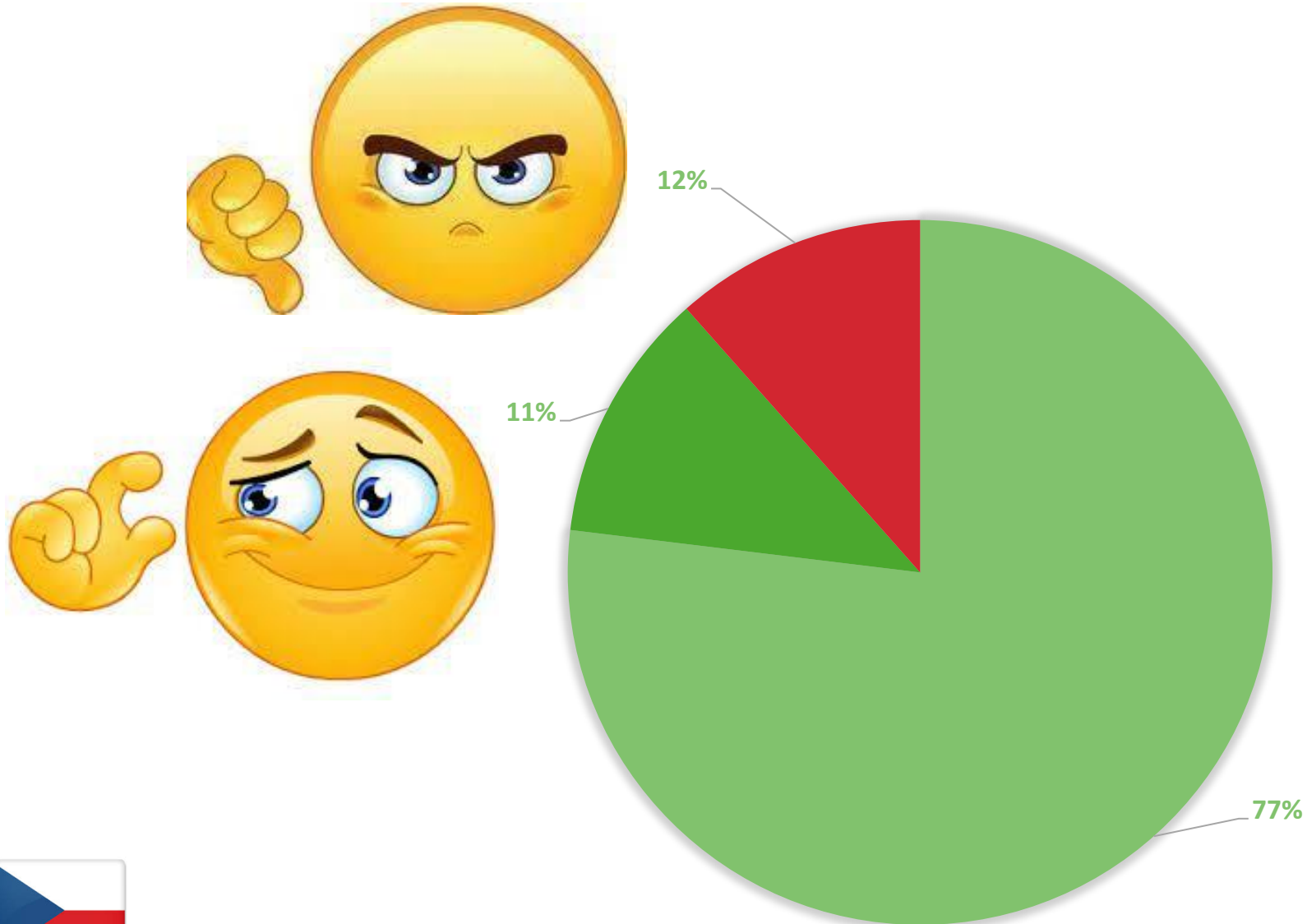
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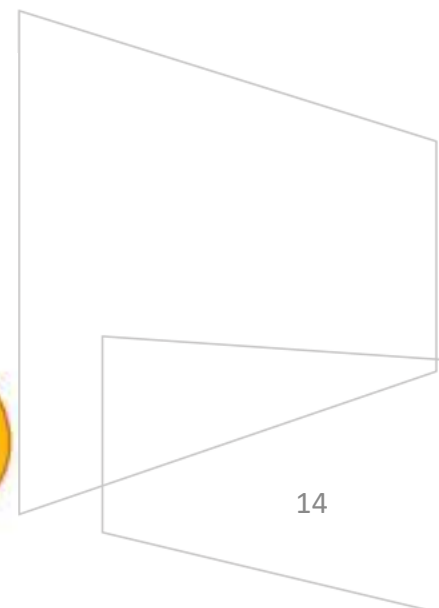
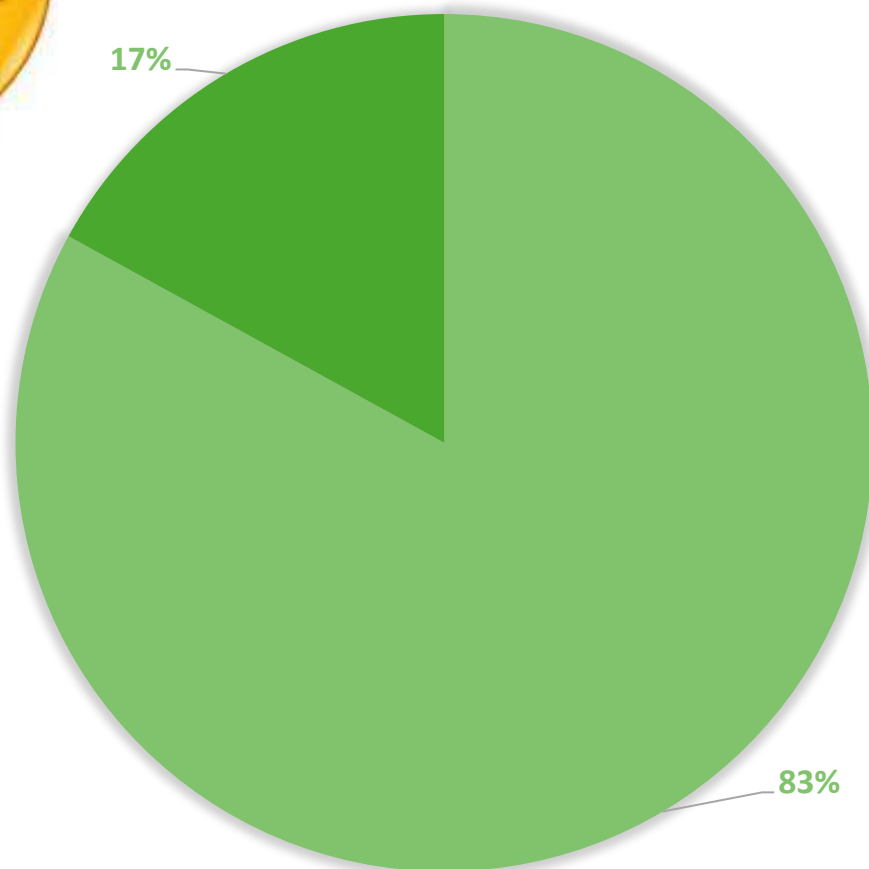
- Kritické události (písemné, ústní)
- Dotazníkové šetření (písemné, online)
- Ohnisková skupina (ústní, online)

HODNOCENÍ očima studentů



ŠKODA AUTO Vysoká škola







PROTI

PROTI – počáteční nejistota



ŠKODA AUTO Vysoká škola



- Vystoupení z komfortní zóny
- Ostych či nesmělost
- Pocit nedostatečné znalosti jazyka
- Obavy ze selhání
- Nedůvěra
- Netrpělivost

“I also had to overcome the initial nervousness and worries. I don't like working with someone I don't know, waiting for our partners, not sure if they have exactly the same task or little different, finding the platform that would allow us to share our screens and communicate effectively” CZ

PROTI – problémy v komunikace



ŠKODA AUTO Vysoká škola



- Jazyková bariéra
- Shoda na tématu
- Rozdíly v pohledu na věc
- Nedorozumění
- Absence osobního kontaktu
- Nekompatibilita technického zázemí

“With my partner, we have some troubles at the very beginning, while we were trying to agree on topic for our project. And even we managed to identify the right topic for us, it was little bit hard to agree on the form of our poster – what it should include, how wide the topic should be, etc. Fortunately, we managed to agree on all of these, and we are about to finish our project, hopefully successfully.” CZ

PROTI – problémy v komunikace



ŠKODA AUTO Vysoká škola



- Jazyková bariéra
- Shoda na tématu
- Rozdíly v pohledu na věc
- Nedorozumění
- Absence osobního kontaktu
- Nekompatibilita technického zázemí

“It was hard to find an application which we will use because we need to share the screen. In Teams we can’t create a meeting from 2 another universities. After that we found Zoom application. Neither of us didn’t know how to work Zoom but I learned about it from my colleague.” CZ

PROTI – hledání vhodného partnera



ŠKODA AUTO Vysoká škola



- Rozdíly v časových možnostech
- Rozdíly ve studijních programech
- Rozdílná úroveň studia
- Věkové rozdíly
- Rozdíly v profesních i osobních zájmech

“I had the feeling that my Czech colleague took the assignment much more seriously; she was very worried about the deadline and the outcome. Being a part-time student, I have also other fish to fry; which was why I did not place such a big focus on it.” AT

PROTI – rozdíly v pracovních návycích



ŠKODA AUTO Vysoká škola



- Osobnostní rozdíly
- Rozdělení rolí
- Rozdělení práce
- Časový management
- Míra angažovanosti
- Míra zodpovědnosti
- Míra připravenosti

“In our first email we agreed on the topic, but after that student from Austria just wrote me that he don’t know what we have to do and what we will write about that topic. I had to wrote email to explain him everything about this project and what we need to do. He said: understand. But did nothing after that, so I did most of the work, and pushed him to do research in Austria.” CZ

PROTI – časová náročnost



ŠKODA AUTO Vysoká škola



- Covid-19
- Ostatní studijní povinnosti
- Dálkové studium
- Spolupráce
- Online komunikace

“Another negative aspect can be that working on a project like that is quite time-consuming, and this semester is so demanding that it was difficult to find time for it.” CZ

PROTI – natáčení videa



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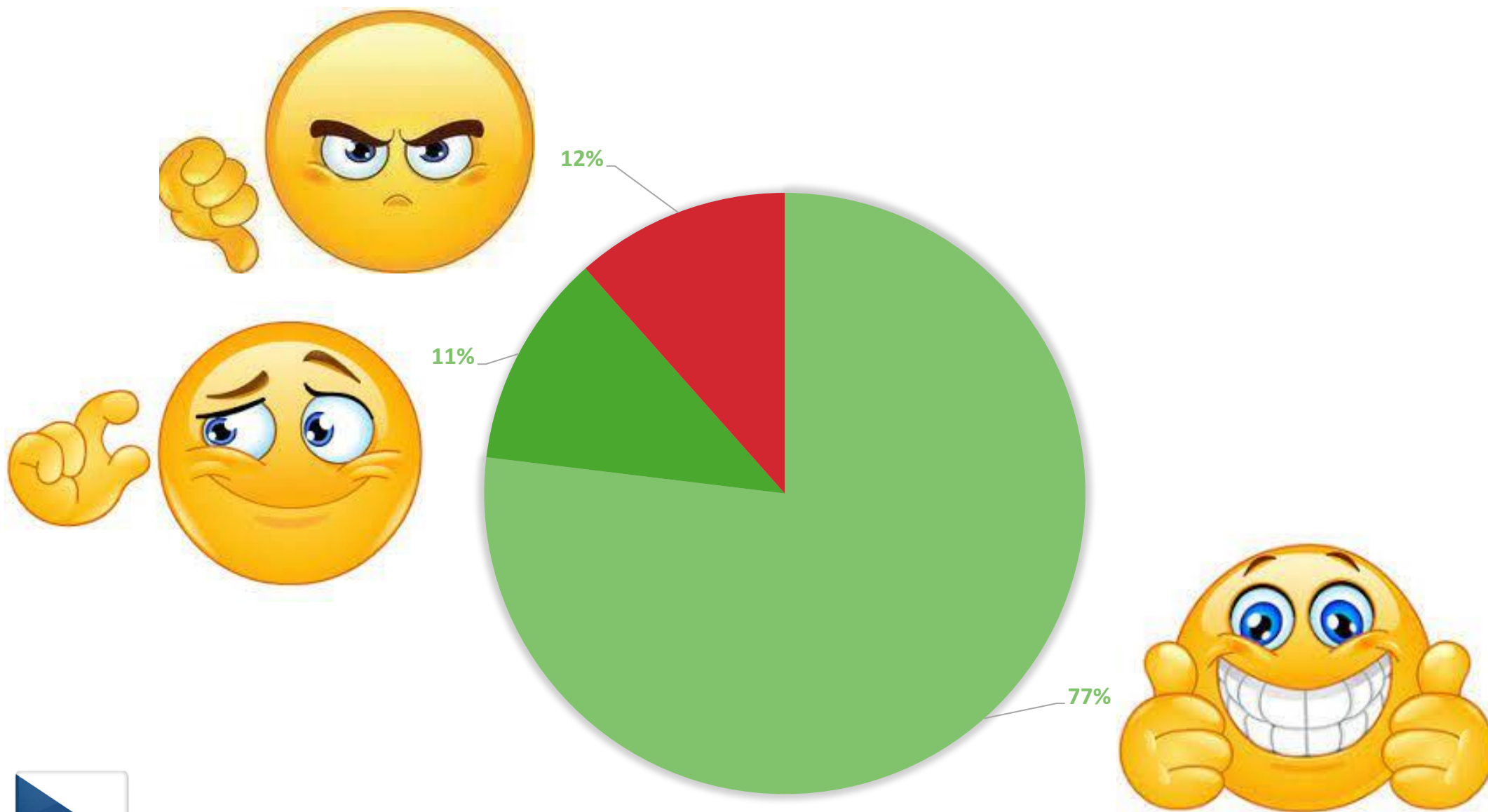


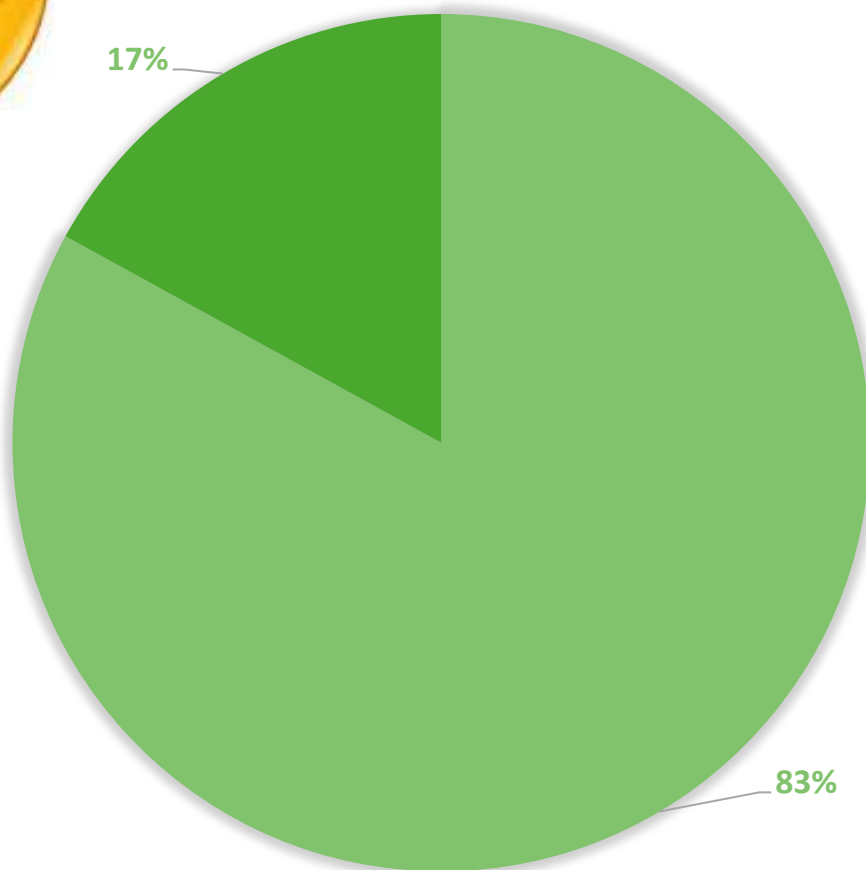
ANGLICKÝ JAZYK C1 - MODUL 3

Bc. Barbora Hančlová

Letní semestr 2020/2021

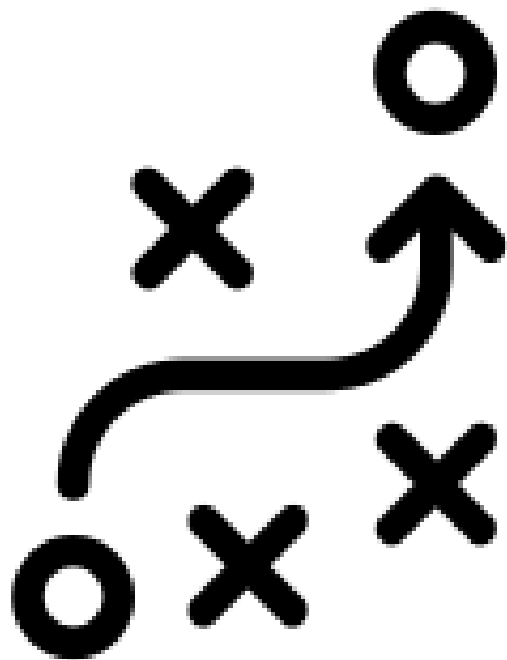
ŠKODA AUTO Vysoká škola o.p.s.





**Vedou potíže
k vyššímu výkonu,
kvalitě a pocitu
uspokojení?**



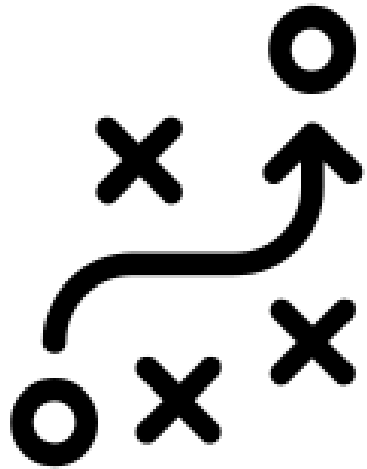


STRATEGIE

Studenti - STRATEGIE



ŠKODA AUTO Vysoká škola



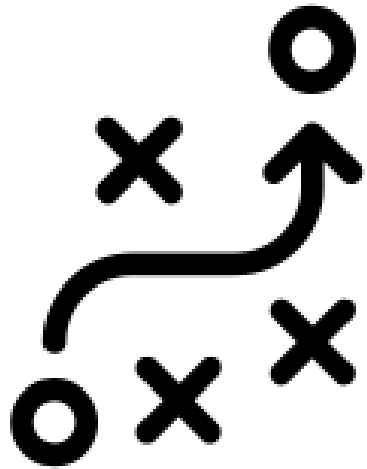
- Dobré plánování a časový management
- Férové rozdělení rolí
- Průnik zájmů
- Převzetí vedení
- Video konference (osobní setkání)
- Příprava
- Využití silných stránek

“I did a lot of teamwork project and every time I wanted to do it as soon as possible, so I was the one, who was doing the organization part and trying to divide the work in between all of the participant of the team.” CZ

Studenti - STRATEGIE



ŠKODA AUTO Vysoká škola



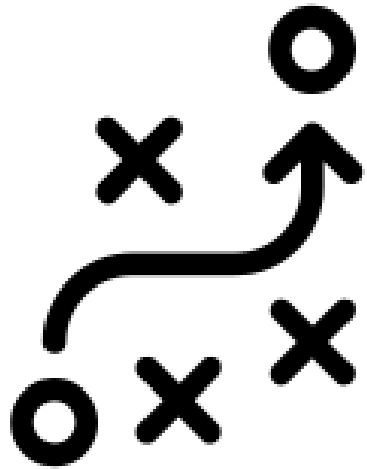
- Dobré plánování a časový management
- Férové rozdělení rolí
- Průnik zájmů
- Převzetí vedení
- Video konference (osobní setkání)
- Příprava
- Využití silných stránek

“When we had our first video call, I will remember the way he lives. It looked like a basement and he had so many books there. All walls were just filled with books, it was interesting, and I was curious if he had read them all.” CZ

Studenti - STRATEGIE



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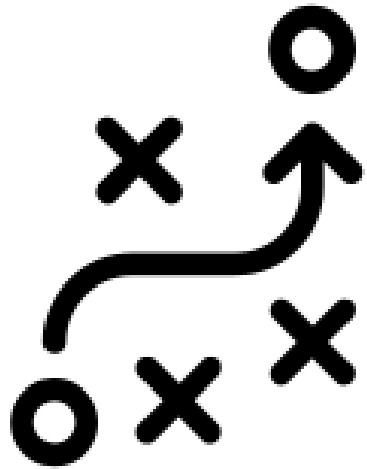
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“What I see as a positive aspect of the project is that we were able to balance our strengths and weaknesses. Johanna was good at something that I was not good at, and on the other hand, I was good at some other skills that Johanna was weak in.” CZ

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- Dobré plánování a časový management
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- Příprava
- Využití silných stránek

“I recognized different focus between school of thought. While I focus more on hard data, practical examples, my partner was more focusing on the abstract parts of the assignment.” CZ



PRO

PRO – uplatnění angličtiny



ŠKODA AUTO Vysoká škola



- Procvičení jazyka v cizojazyčném prostředí
- Zlepšení jazyka
- Donucení sebe sama mluvit
- Otestovat komunikační dovednosti
- Natrénovat si reakce v jazyce bez přípravy

“I also realized that talking to mistakes is not a problem, but I have to talk so that I can eliminate my mistakes in the future.” CZ

“[I learned] to not be afraid of speaking and expressing my own ideas to strangers.” CZ

PRO – nové znalosti a dovednosti



ŠKODA AUTO Vysoká škola



- Nové informace (o tématu)
- Informace o současném dění
- Srovnání faktů mezi ČR a AT
- Nová zkušenost
- Znalosti o jiné kultuře
- Profesionální dovednosti (dotazníkové šetření, IT, infografika, Power Point, vizualizační nástroje, Zoom)

“We were talking about VW Group and Tesla regarding electric cars and what should be the challenges for both companies. I was talking about diesel-gate problem and I thought, that this is well-known accident in Austria too so I was talking about it for a few minutes and then the tandem partner asked me about what the heck is diesel-gate, he was trying to translate it exactly how it is written, not what it meant. To let him understand this term, I found a video about it, which was also included in our questionnaire for others students from Austria.” CZ

PRO – nové znalosti a dovednosti



ŠKODA AUTO Vysoká škola



- Nové informace (o tématu)
- Informace o současném dění
- Srovnání faktů mezi ČR a AT
- Nová zkušenost
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“I learned how to work with some online tools for creating surveys and academic posters. In general, to use the technology available to make the long-distance work as smooth and efficient as possible.” CZ

PRO – společenské kontakty



ŠKODA AUTO Vysoká škola



- Poznání nových lidí
- Udržování kontaktu se světem/cizinci
- Komunikace v mezinárodním prostředí
- Mezinárodní přátelství

“I find out another person with the same opinions that is as keen as I am on the topic.” CZ

PRO – komunikační a jemné dovednosti



ŠKODA AUTO Vysoká škola



- Časové plánování
- Organizační dovednosti
- Vůdčí dovednosti
- Dělbba rolí a týmová práce
- Rozvržení práce
- Příprava na schůzky
- Mezinárodní spolupráce
- Přizpůsobování
- Kompromisy
- Práce pod stresem

“[I learned] do not be afraid to take the first step, because on the other side is someone who may be worried about how it will go. And finally, you both go out to meet target.” CZ

PRO – komunikační a jemné dovednosti



ŠKODA AUTO Vysoká škola



- Časové plánování
- Organizační dovednosti
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- Dělbba rolí a týmová práce
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- Příprava na schůzky
- Mezinárodní spolupráce
- Přizpůsobování
- Kompromisy
- Práce pod stresem

“[I learned] to become a leader of project, when it is needed (naturally I do not feel like a leader).” CZ

PRO – komunikační a jemné dovednosti



ŠKODA AUTO Vysoká škola



- Časové plánování
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- Dělbba rolí a týmová práce
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- Přizpůsobování
- Kompromisy
- Práce pod stresem

“I reckon that the above-described experience is going to be very helpful at work especially considering the uncertainty surrounding the global pandemic and a lot of workplaces becoming ‘remote’.” CZ

Klíčové kompetence 21. století: VZDĚLÁVÁNÍ



Klíčové kompetence 21. století: SVĚT PRÁCE

STEM
dovednosti
profesní expertíza

univerzální dovednosti
(transversal skills)

- cizí jazyky
komunikace
spolupráce
kritické myšlení
prezentace
argumentace
řešení problémů
kreativita
celoživotní učení

IT
dovednosti
digitální gramotnost



ŠKODA AUTO Vysoká škola



UNIVERSITY
OF APPLIED SCIENCES
UPPER AUSTRIA

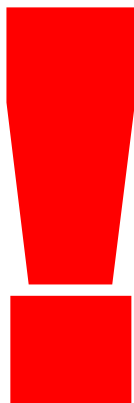
Tandemová spolupráce

Metodologie

Metodologie – TANDEMOVÁ SPOLUPRÁCE



ŠKODA AUTO Vysoká škola



- Budete čelit komunikačním problémům
- Nevyhnete se zcela nečekaným potížím
- Studenti nenajdou ideální partnery
- Studenti se budou muset vyrovnávat s rozdílnými pracovními návyky
- Bude to časově náročnější

**Při správném řízení odvedou studenti kvalitnější práci
a s výsledky budou spokojeni!**

Metodologie – 1. PŘÍPRAVNÁ FÁZE (učitel/ka)



ŠKODA AUTO Vysoká škola



- Identifikace předmětů slučitelného formátu (obsah, požadavky, úroveň studia)
- Detailní instrukce pro studenty
 - Popis projektu
 - Požadavky
 - Evaluační kritéria
 - Termíny odevzdání



Metodologie – 2. FÁZE REALIZACE (učitel/ka)



ŠKODA AUTO Vysoká škola



- Vysvětlení zadání, prostor na otázky
- Systém kontaktů
 - Jméno studenta
 - Osobní zájmy
 - Návrh tří témat
 - Kontaktní informace
- Sledování procesu kontaktování
- Formy zapojení lichých studentů
- Facilitace potíží a komunikace

Metodologie – 3. FÁZE REALIZACE (student/ka)



ŠKODA AUTO Vysoká škola



- Výběr a kontaktování partnera
- Domluva na společném tématu
- Dělbba rolí
- Nastavení časového plánu včetně rezervy k finalizaci



- Nastavení schůzek a formy komunikace
- Pečlivá příprava

Metodologie – 4. FÁZE FINALIZACE (student/ka)



ŠKODA AUTO Vysoká škola



- Obsah
- Struktura
- Jazyková korektura
- Design
- Prezentace výsledků



Metodologie – 5. FÁZE EVALUACE (učitel/ka)



ŠKODA AUTO Vysoká škola



- Dotazníky
- Ohniskové skupiny (ve třídě, online)
- Rozhovory (osobní, online)
- Kritické události (písemné, ústní)



Metodologie – 1. PŘÍPRAVNÁ FÁZE (učitel/ka)



ŠKODA AUTO Vysoká škola



- Identifikace předmětů slučitelného formátu (obsah, požadavky, úroveň studia)
- Detailní instrukce pro studenty
 - Popis projektu
 - Požadavky
 - Evaluační kritéria
 - Termíny odevzdání



Implikace pro vzdělávání

- Dvojitá kontrola svědčí **KVALITĚ.**
- Sdílená zodpovědnost posiluje **ZÁVAZKY.**
- Dělbba rolí vede k **PROFESIONALITĚ.**
- Diverzita témat probouzí **KREATIVITU.**
- Vyšší náročnost zaručí lepší **KONCENTRACI.**
- Překonávání potíží vede k vyššímu **USPOKOJENÍ.**
- Vystupování z komfortní zóny přispívá **OSOBNÍMU RŮSTU.**
- Socializace umocňuje **EFEKT UČENÍ.**
- Spolupráce plodí **EXCELENCI.**

-nejen na straně   ale i   !!!



Děkuji za pozornost

Lenka Stejskalová, Dagmar Sieglová

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