

Innovations in Tertiary Professional Education

Innovations introduced in education provision have been seen in recent years in 75.5 % of schools. Education provision was modified more in publicly funded (78.4 %) and church TPSs (77.8 %), less innovative programmes were introduced in private schools (66.7 %). Head teachers had a chance to specify their innovations in their answers to open questions. Of the total number of 110 head teachers, 99 described their novelties more or less generally. Out of them 66 were head teachers of publicly funded schools, 24 managed private schools and nine were from church schools. A total of 19 head teachers stated that their school had not introduced any new modifications into their programmes.

In total 18 schools introduced innovations into their **education programmes** as a whole. Ten schools underwent new accreditations, in other schools amendments were adopted in the form of re-accreditation of education programmes or in the form of some updates made to the current education programme (predominantly in the context of legislative amendments adopted with regard to the education fields concerned). In some cases changed education programmes were newly accredited. One tenth of TPSs introduced credit and module systems with the aim of making it easier for students to change schools.

Furthermore, head teachers most often mentioned novelties introduced in the **area of ICT** – 36.4 %; of these 27.3 % of head teachers described innovations in ICT only very generally, the remaining percentage of head teachers described their innovative efforts as furnishing IT classrooms and/or purchases of HW and SW. Schools used a higher number of hours allotted to ICT teaching and strove to introduce new methods of teaching other subjects by means of ICT and e-learning. 19.2 % of schools did not introduce any changes to modernise their programmes.

With regard to founders of TPSs, the ICT area saw most innovations introduced in publicly funded TPSs, namely 48.5 %, followed by private schools (16.7 %). As regards church schools none of them introduced innovations into ICT.

Foreign languages are at the forefront of the interest of 25.3 % of schools. And again head teachers most often described innovative changes in the teaching of foreign languages only very generally (23.2 %). The remaining schools have increased the number of lessons for teaching foreign languages using interactive forms of instruction. As a matter of fact it was mainly publicly funded TPSs which introduced most innovations (28.8 %) in this area, followed by private TPSs (20.8 %) and only one church TPS.

23.2 % of schools focused on novelties in the concept and instruction of technical subjects, professional training and practical training. To this end most innovative ideas were introduced in publicly funded TPSs (25.8 %) and these were followed by church schools (22.2 %) while the lowest number of innovations of this type was introduced in private TPSs (16.7 %).

Education programmes implemented in cooperation with higher education institutions under Sec. 81 of Act No. 111/1998 Coll., on Higher Education Institutions and on the Amendment to Some other Acts (the Act on Higher Education Institutions), as amended.