**Teaching Qualities during a Pandemic**

Dana Dobrovská, David Vaněček,

dana.dobrovska@cvut.cz, david.vanecek@cvut.cz

Czech Technical University in Prague

Masaryk Institute of Advanced Studies

Keywords: education, teaching qualities, student attitudes, expertise, human qualities, presentation/didactic qualities

**Objectives**

The aim of our survey is to analyse student attitudes towards teaching quality in a specific pandemic situation of 2020-2021 which has changed reality of university teaching and learning. Results of a survey are compared to the similar survey conducted in 2016.

**Methodology**

In both studies, we used qualitative methodology of students´ essays analysis (“What makes a good engineering teacher/ in a pandemic”). The data of all essays (86 students majoring in engineering participated in our study in January 2021) were collected and analyzed in a 3 phases´ qualitative evaluation. In the first phase all relevant semantic formations in essays were registered and assorted (substantives, adjectives and verbs). In the second phase synonyms were set aside and all the attributes were included in 3 categories: **expertise of teachers, human qualities of teachers and didactic and presentation qualities of teachers.** In the last phase, quantification of answers and final classification of data was completed.

**Results**

In this year essay analysis, students focused more on human a didactic qualities of teachers than on expert technical knowledge. They appreciated *teacher creativity in online presentations and teacher readiness to prepare extra study materials for students to support distant education. Enthusiasm, humor and ability to motivate were perceived as essential.* Students emphasized need for *teacher support and flexibility when assessing student performance.*

In 2016 analysis, more attention was dedicated to teacher expert knowledge: a good engineering teacher *uses real-world engineering examples backed up by industrial experience. He/she gives clear, well-structured presentations and uses real-world engineering examples.*

**Conclusions**

When compared the data from both surveys, some student attitude changes can be observed. The teacher personality became a deciding factor of the quality of the educational process as perceived by students, and it seems even more important under special conditions of a pandemic. Students expect from teachers that they show students they care about them, engage and guide them in the learning process, recognize students for the step-by-step progress they have made, believe students are able to meet requirements, perceive students as individuals and show they enjoy being with students even in distant form when social contact is limited.