

**Czech University of Life Sciences Prague**

**Faculty of Economics and Management**

**Department of Management**

**Bachelor Thesis**

**Comparisons between Czech and other European  
university education systems**

**Sylva Prokopiusová**

**© 2010 CULS**

**Declaration**

I declare that I have worked on my diploma thesis titled “Comparisons between Czech and other European university education systems” by myself and I have used only the sources mentioned at the end of the thesis.

In Prague on \_\_\_\_\_

**Prokopiusová**

### **Acknowledgement**

I would like to thank Ing. Richard Selby for his advice and support during my work on this Thesis.

# Porovnání českého univerzitního systému s dalšími evropskými univerzitními systémy

---

## Comparisons between Czech and other European university education systems

### Souhrn

Cílem této práce je porovnání univerzitního systému v Království Švédském a v České Republice z perspektivy studentů. Hlavní analýza je rozdělena do dvou částí, první část je porovnání českého a švedského univerzitního systému bakalářského studia, druhá část je porovnání českého a švedského univerzitního systému magisterského studia. V analýze se autor zabývá formou a obsahem přednášek a seminářů prováděných na univerzitách, dále tím, jaký význam těmto formám výuky přisuzovali studenti. V jednotlivých podkapitolách v každé z obou částí, jsou tyto skutečnosti zjišťovány a vyhodnoceny. Přičemž jsou dále rozlišeny na studium humanitní a technické. V závěru práce je popsán výsledek obou analýz.

**Klíčová slova:** bakalářské studium, magisterské studium, seminář, přednáška, humanitní studia, semestrální práce, prezentace, diskuze

### Summary

Aim of this Bachelor Thesis is a comparison between the university education in the Kingdom of Sweden and the Czech Republic from a students' perspective. The main analysis is divided into two parts, first one is Comparison between Czech and Swedish university education systems on a bachelor level, and second part is between Czech and Swedish university education systems on a master level. In the analysis the author focus in the form and the content of the lectures and seminar at universities and

further on the importance of this forms attached by students. In particular sections of the analysis ,which are the same for bachelor and master level, are these matters recoqnised and evaluated. Whereas the specific matters are further differentiated according to the fields of study of those students which is eighter humanities or technical studies. The results of this thesis and recommondations are described in the conclusion.

**Keywords:** bachelor level, master level, seminar, lecture, humanities, technical studies, project, project's presentations, disccusions

# Contents

<u>1</u>	<u>Introduction</u>	5	
<u>2</u>	<u>Objectives</u>	7	
<u>3</u>	<u>Methodology</u>	8	
<u>4</u>	<u>Terms and definitions</u>	9	
<u>5</u>	<u>Literature review</u>	10	
<u>5.1</u>	<u>Education</u>	10	
<u>5.2</u>	<u>History of Higher Education in Europe</u>	10	
<u>5.2.1</u>	<u>Ancient Greeks</u>	10	
<u>5.2.2</u>	<u>Ancient Rome</u>	11	
<u>5.2.3</u>	<u>The European Middle Ages</u>	11	
<u>5.2.4</u>	<u>The growth of the Universities</u>	11	
<u>5.3</u>	<u>Higher education in the Czech Republic</u>	12	
<u>5.3.1</u>	<u>The higher education system in The Czech Republic</u>	13	
<u>5.4</u>	<u>Higher education in Sweden</u>	14	
<u>5.4.1</u>	<u>Higher education system in Sweden</u>	15	
<u>6</u>	<u>Comparison between Czech and Swedish university education systems on a bachelor level</u>	16	
<u>6.1</u>	<u>Czech students' experiences</u>	16	
<u>6.1.1</u>	<u>Division of seminars and lectures</u>	16	
<u>6.1.2</u>	<u>Relation between seminars and lectures</u>	16	
<u>6.1.3</u>	<u>Individual preparation of students</u>	17	
<u>6.1.4</u>	<u>Seminars - practical training</u>	18	
<u>6.1.5</u>	<u>Projects and seminar work</u>	19	
<u>6.1.6</u>	<u>The level of the projects</u>	19	
<u>6.1.7</u>	<u>Project's presentations</u>	20	
<u>6.1.8</u>	<u>The level of the presentations</u>	21	
<u>6.1.9</u>	<u>The discussions after the presentations</u>	21	
<u>7</u>	<u>Comparison between Czech and Swedish university education systems on a master level</u>		
	.....		
<u>7.1</u>	<u>Czech students' experiences</u>	23	
<u>7.1.1</u>	<u>Division of seminars and lectures</u>	23	
<u>7.1.2</u>	<u>Relation between seminars and lectures</u>	24	
<u>7.1.3</u>	<u>Individual preparation of students</u>	24	
<u>7.1.4</u>	<u>Seminars - practical training</u>	25	
<u>7.1.5</u>	<u>Projects and seminar work</u>	26	
<u>7.1.6</u>	<u>The level of the projects</u>	27	
<u>7.1.7</u>	<u>Project's presentations</u>	28	
<u>7.1.8</u>	<u>The level of the presentations</u>	28	
<u>7.1.9</u>	<u>The discussions after the presentations</u>	28	
<u>8</u>	<u>Conclusions</u>	30	
<u>8.1</u>	<u>Recommendations and suggestions</u>	31	
	<u>References - internet</u>	32	
<u>9</u>	<u>References –books and booklets</u>	33	
<u>10</u>	<u>Supplements</u>	34	

# 1 Introduction

“Education is what remains after one has forgotten what one has learned in school.”

*Albert Einstein*

“Education is an ornament in prosperity and a refuge in adversity.”

*Aristotle*

Higher education in Europe has a long tradition. Since the days of Aristotle many things have changed. But still many Aristotle's thoughts remain actual to present generations.

The European higher education and mainly the European universities is experiencing a new era within the European Union (EU). According to the *Bologna Process* the European university education system is becoming unified.

The unification of this system evidently refers to the difference of current higher education systems in particular EU member states. Apparently more diversifiable characteristics have the countries which were historically functioning under different state systems. That means, the democratic system of the primary EU countries and the precedent totalitarian system of states which join the EU afterwards. Therefore it is considerable that the most differences are visible in comparisons between higher education system of the countries of precedent totalitarian system and the higher education system of countries traditionally democratic.

The aim of this bachelor's thesis is to uncover this mentioned differences and the choice of countries compared in this thesis was decided according to this consideration. Compared are therefore the higher education system of the Kingdom of Sweden as a country traditionally democratic and the higher education system of the Czech Republic as a country which passed 40 years under the totalitarian system.

With regard to the extensiveness of this topic, which exceeds the framework of the bachelor's thesis, the comparisons were limited to two EU member states and only to same particular factors of higher education system. The EU member states compared in this thesis are the Kingdom of Sweden and the Czech Republic.

The choice of the higher education system of the Czech Republic is given by the author's experiences with this system. The choice of the higher education system of the Kingdom of Sweden was given by success of obtaining sufficient number of respondents.

The comparisons followed the students perspective, which is close to the author and easily disposable. The respondents are students who experienced studies in the Czech Republic and those czech students who experienced the studies in the Kingdom of Sweden. Those students are all capable to communicate in english language and basically they are on the same level of higher education either master or bachelor.

According the comparisons, the author focused on problems experienced by Czech students which are considered to be significant. These problems are connected basically with the factual utilisation of knowledge obtained by the practical education.

This bachelor thesis offers a lot of information about the differences student

to acquire a comprehensible overview in the sphere of graduate full-time courses finance. Not only data but also analyses are easily understandable and unique and therefore provide an actual overview on a particular situation.



# 1 Objectives

Comparisons between Czech and other European university education systems in two selected countries of EU is based on Czech student's experiences. The analysis of the situation and level of universities in the Czech Republic and in the Kingdom of Sweden and verification of the hypothesis: *Is the university system in Sweden tend to be rather practical than theoretical compared to the Czech Republic from a student's perspective?* are the main aims of this bachelor's thesis. Information and analyses regarding differences in higher education system in the Czech Republic and the Kingdom of Sweden and determination of the level of factors studied are provided.

The whole thesis consists of two main parts. The first part covers Comparison between Czech and Swedish university education systems on a bachelor level according to the Czech Student's experiences. The second part covers Comparison between Czech and Swedish university education systems on a master level according to the Czech student's experiences. In each part the factors studied are the same. The factors are: Division of seminars and lectures, Relation between seminars and lectures, Individual preparation of students, Seminars - practical training, Projects and seminar work and Project's presentations.

The analyses are the authors' own contributions in a form of specific analyses.

## **2 Methodology**

This bachelor's thesis is unique in its specialization in students's perspective. And it is produced by the author. The References section provides all of the literature sources. A short reference to every paraphrased or quoted source is stated in the foot-note at a particular page.

The analyses are built upon the survey. The survey consists of a questionnaires which were completed by Czech student's from different fields of Humanities and Technical studies experienced by those students in the Czech Republic and in the Kingdom of Sweden in the years 2003 – 2009. Those questionnaires were completed by students of twenty courses, which were experienced on three different universities in the Kingdom of Sweden and by students of twenty courses, which were experienced on three different universities in the Czech Republic.

Using simple mathematic equations the questionnaire' s answeres were transformed into percentages according to the level of studies and the field of study of students. The level of studies was either bachelor level or master level. The fields of study were either humanities or thechnical studies. These data are shown in the tables 1-67 which are in supplements.

In analyses of this bachelor's thesis both qualitative and quantitative methods were used. The main part of analyses of the thesis was constructed as a qualitative analysis. The qualitative method used in this bachelor's thesis was a content analysis using questionnaires studies by cursory and deep cognition. The quantitative methods used in this bachelor's thesis were a sociological research methods including questionnaires and their processing.

### 3 Terms and definitions

**Higher education** is an education beyond the secondary level, especially education at the college or university level.

#### **Humanities**

- a) the study of classical languages and classical literature.
- b) the Latin and Greek classics as a field of study.
- c) literature, philosophy, art, etc., as distinguished from the natural sciences.
- d) the study of literature, philosophy, art, etc.

**Lecture** is a speech read or delivered before an audience or class, esp. for instruction or to set forth some subject.

#### **Seminar**

- a) a small group of students, as in a university, engaged in advanced study and original research under a member of the faculty and meeting regularly to exchange information and hold discussions.
- b) the gathering place of such a group.
- c) a meeting of such a group.
- d) a course or subject of study for advanced graduate students.
- e) any meeting for exchanging information and holding discussions.

**University** is an institution that provides the highest level of education, in which students study for degrees and in which academic research is done (also referred to as a higher education institution).

## **4 Literature review**

### **4.1 Education**

The education in the past, in most primitive cultures was about the entire environment. All activities are viewed as school and classes, and many or all adults act as teachers. Later on as the societies grow more complex, the quantity of knowledge to be passed on from one generation to the next becomes more selective and efficient, the outcome is a formal education. Formal education is developing people in knowledge, skills, mind, and character in structured and certified programs.

### **4.2 History of Higher Education in Europe**

#### **4.2.1 Ancient Greeks**

The formal education in Europe has origins in Ancient Greece. One of the first educational systems was developed by Hellenic people and it was designed for the training of scribes. Later on dance, poetry, and instrumental music were well developed and provided an essential element in the educational formation of the dominant elites in Greece. Further developing of education systems in Ancient Greece was accompanied by political transformations involved in the maturing of the city-state (polis).

In Ancient Sparta the physical education played the most important role and in Ancient Athens in contrast to Sparta due to development of education was moving toward increasing democratization.

A system of higher education in Ancient Greece was dependent on money was emerged by Sophists. The Sophists, who were professional educators, promote the higher education by its social utility and practical efficiency especially an art of success in political life.

The pedagogy of the Sophists there was opposed the activity of Socrates. Socrates held that the supreme ideal of man and hence of education was not the spirit of efficiency and power but the disinterested search for the absolute, for virtue—in short, for knowledge and understanding.

At the beginning of the 4th century BC Greek higher education became organized on definitive lines. The philosopher Plato founded a school of philosophy, known as an Academy.

Between the 3rd and 2nd centuries BC the Greek higher education was transformed into a leisured civilian college where a minority of rich young men came to be “educated” in sense of the elegant life. And from the military training became an athletic competition. To this were added lectures on scientific and literary subjects.

Formal education in science also went through the institutionalization. The example of such institution can be the Mouseion (Museum) established at Alexandria.

#### **4.2.2 Ancient Rome**

The early roman education had a practical aspect. Farm management concerns were developing as how to oversee the work of slaves. But Roman justice was much more formalistic and technical and education had also a moral aspects. The young Romans were educated to respect the national

tradition but also to respect the particular traditions of his own family. The young Roman education was highly dependent on Greek education systems. The young Romans were taught by an instructor of Greek letters and then by a Greek rhetorician.

The Higher Education in Rome was mostly concerning the oratorical art. But there was never a Latin school for philosophy. Although Rome did not lack philosophers, many used Greek as their means of expression. On the other hand the Romans founded many other higher schools. An example can be the school of law. The professor of law was primarily a practitioner. Roman's students listened to his consultations and heard him plead or judge.

The capital of The Ancient Rome, Rome remained the great centre of this advanced study in law.

The education in later Roman Empire brings new branches and government restriction to the Higher education. Theodosius II created an institute of higher education in the new capital of Constantinople. The main branches were still rhetoric, philosophy, and law but there were also innovations. The growth of the bureaucratic apparatus under the later empire favoured the rise of one branch of technical education. In the 5th century, medical education in Latin developed.

The new religion Christianity had its special religious education, provided by the church and the family. But with the passage of time, Christianity, overcoming its reserve and took over classical education.

#### **4.2.3 The European Middle Ages**

From the beginnings of 4th century there was a growth of Christian education in Europe.

During the 5th century the barbarian invaders entailed the breakup of the educational system that the Romans had developed over the centuries. Although the barbarians exercising local control through smaller kingdoms Roman learning continued. So despite the political and social upheavals, the methods and program of ancient education survived into the 6th century. Christianity, meanwhile, was becoming more formally organized. Schools began to be formed in the cathedrals, although the main centres of learning from the 5th century to the 8th century were in the monasteries. The influence of monasticism affected the content of instruction and the method of learning. The young monks were taught the doctrine and led to discipline. The education of young girls for monastic life was similar. The Christian education of children who were not aristocrats or future clergymen or monks was irregular.

#### **4.2.4 The growth of the Universities**

*University is an institution of learning of the highest level, having a college of liberal arts and a program of graduate studies together with several professional schools, as of theology, law, medicine, and engineering, and authorized to confer both undergraduate and graduate degrees. Continental European universities usually have only graduate or professional schools.*

In Europe, many of the first universities have Catholic roots. By the 9th century groups of students were once again collecting under chosen teachers. These were students who wanted to learn arithmetic to help in trading, medicine to help deal with sickness in their communities, or priests being

trained for higher posts in religious organisations. The big step in development of Universities was licence to teach. This licence was obtained only by formal examination and if it was not signed by pope, emperor, or king, no school could be formed possessing the right of conferring degrees. In the north of Europe licenses to teach were granted by the chancellor. In the south it is probable that the guilds of masters were at first free to grant their own licenses, without any ecclesiastical or other supervision.

At the end of the 12th century, few great Universities such as those in Paris or Bologna came to assume more than local importance. However there were a few studia generalia. For example in Spain, a few Spanish universities founded by royal charter were held to be studia generalia for the kingdom.

The first biggest development of Universities was in Italy and France and later on in England. But from the 13th to the 15th centuries development of studia generalia or universities proliferated in central and northern Europe.

The earliest in central Europe was Prague, chartered by Pope Clement VI in 1348. The second one was the oldest German university, the University of Heidelberg which received its charter in 1386 from Pope Urban VI as a studium generale.

Spain was also an important scene of developments in higher education. The University of Valladolid received its charter in 1346 and after it obtained the rank of studium generale and a *universitas theologiae* by a decree of Pope Martin V in 1418. The other important medieval universities in Spain were Salamanca or Sevilla.

During the Renaissance the educational movements appeared in different parts of Europe. Universities across Europe played significant roles in the Renaissance and the Reformation. They hosted innovative research in many fields and changed forever European religion and society. During the renaissance period of time the number of universities was rising. Rulers and governments believed that society would benefit from university learning and that it is needed to resolve difficulties. The biggest influence of the Renaissance and the Reformation was that the ideal of universal education, without regard for gender, race, or social class were promoted. And that influence endures to this day.

### **4.3 Higher education in the Czech Republic**

The form of government in the Czech Republic is republic and the head of the state is president. The Czech Republic joined the European Union in 2004 but still have not joined the euro zone therefore the Czech currency remains the Czech Crown.

The nowadays president is Václav Klaus (ODS) and the leading political parties are Civic Democratic Party (ODS), Czech Social Democratic Party (ČSSD), Communist Party of Bohemia and Moravia (KSČM), Christian and Democratic Union (KDUČSL) and Green Party (SZ).

The last prime minister was Mirek Topolánek who designated on 26 March 2009 on the basis of a vote of no confidence by the Chamber of Deputies. After that Jan Fischer became the prime minister who he has been charged with putting together a summer interim government that should lead the country to early elections. The Constitutional Court stated that decision about the early elections is not in accordance with the Constitutional law of the Czech Republic.

The Higher education in the Czech Republic has a long tradition. Charles

University in Prague was the first university in Central Europe. Due to the important position of Charles University the Czech land became a centre of culture and scholarship. The second university was established in Olomouc. And after that development of technical education started with the foundation of engineering school, which became a Czech Technical University in 1918. In the 19th century the universities such are Technical University in Brno, the Higher Education Institution of Mining in Příbram and the Academy of Applied Arts, Architecture and Design in Prague were established. The number of higher education institutions raised in the 20th century. In 1952 the Higher Education Institution of Chemical Technology and Agriculture were separated from the Czech Technical Universities and new institutions were founded on the basis of transforming existing departments and faculties into new institutions.

In recent years some new names of universities have appeared. This expresses the development and achievements of the institutions out of which they have emerge. The example can be the Czech University of Agriculture which later on became the Czech University of Life Sciences in Prague.

#### **4.3.1 The higher education system in The Czech Republic**

The higher education institutions can be either university or non-university types. All types of institution must comply with verdict of the Accreditation Commission. At the university, student can undertake an undergraduate and afterwards postgraduate study programs. Traditional universities should offer all types of study programmes such are bachelor, master and doctoral level. Although the number of private institutions of higher education in the Czech Republic is rising the majority of the number of universities is public. According to the Ministry of Education, Youth and sport (2009) there is 29 public higher educational institutions from which 16 are universities, 45 private higher educational institutions from which only 1 is a university, and 2 state higher educational institutions. The state higher educational institutions are military and police higher educational institutions.

In recent decades the number of institutions is growing and new institutions have been established all around the area of the Czech Republic. Therefore the proportion of students studying in traditional university centres of Brno and Prague has dropped.

### **Charles University**

Charles University is a multi-field university with a combination of humanities, natural science and medical faculty. At a present time Charles University contains 17 faculties from which 14 of them are in Prague, 2 of them are in Hradec Králové, and 1 is in Plzeň. Farther it contains 3 collegiate institutes, 6 additional establishments for educational, scientific, research and developmental activities and other creative activities and for information service, 5 university-wide facilities and the vice-chancellor's/ rector's office as an executive establishment for Charles University management.

Charles University is an accredited public university; it is an autonomous scientific and educational establishment. The rector is head of Charles University. The Academic Senate is the supreme self-regulating academic organ. Other organs: the Academic Council and bursar, the Board of Directors

is responsible for implementation of public interest in Charles University activities. The Senate consisting of vice rectors, bursar and chancellor makes the consultative body of the rector. The deans are heads of faculties which are independent to a large extent; other parts of Charles University are managed by their directors. The current rector is prof. RNDr. Václav Hampl, DrSc.

## **Czech University of Life Science**

The Czech University of Life- Science is situated in university campus in Suchbátka, Prague. The campus contains teaching facilities for all faculties, including lecture rooms, laboratories, greenhouses and research plots, the rector's office, the central library, auditoria, the student dormitories, the student's canteen, sport facilities including an indoor swimming pool, and social facilities.

The University contains 5 faculties, 3 institutes and 8 additional establishments for educational, scientific, research and developmental activities.

The University Authorities are Management Board, Rector's Advisory Board, Scientific Board, Study Department of Science and Research and International Relations Office. The head of the university is rector and the management further consists of 5 vice-rectors, bursar, chancellor and academic senate. The current rector is prof. Ing. Jiří Balík, CSc.

### **4.4 Higher education in Sweden**

The government of Sweden is a constitutional monarchy based on parliamentary democracy. The affairs are directed by a cabinet of ministers, which is led by the Prime Minister, who is a head of government. Nowadays prime minister is Fredrik Reinfeldt. The second branch of parliament is The King, who is a head of the state as well. Since 15 September 1973 it has been King Carl XVI Gustaf, King of Sweden. Sweden joined the European Union on the 1<sup>st</sup> January 1995.

Sweden is a unitary state divided into twenty-one counties. Each county has a County Administrative Board (*länsstyrelse*), which is appointed by the government. The leading political parties are Centre Party, Liberal People's Party, and the Christian Democrats. The next elections will be held in September 2010.

Swedish higher education has been shaped by historical, social, economic and intellectual forces. There are two main types of higher educational institutions: public universities and university colleges. The public universities and university colleges offer general academic degrees. Sweden also provides a number of professional and vocational degrees in fields such as engineering, law and medicine.

The higher education in Sweden is free of charge, both for Swedes and for foreigners.

The last change in Swedish higher education system occurred on the 1<sup>st</sup> July 2007. According to this change the higher education became divided into three levels: basic level (*grundnivå*), advanced level (*avancerad nivå*), and graduate level (*forskarnivå*).



#### **4.4.1 Higher education system in Sweden**

Sweden has 48 accredited institutions of higher education. The higher education institutions are designated as either *universitet* or *högskola*. The status of *universitet* is awarded by the Government to higher education institutions after fulfilling certain criteria. At the university, student can undertake an undergraduate and afterwards postgraduate study programs. Traditional universities should offer all types of study programmes such as bachelor, master and doctoral level.

There are 6 universities from which the most known are Uppsala university, Lund university, Stockholm university and Göteborg University. Further there are 8 Single faculty institutes from which the most known are Chalmers University of Technology in Gothenburg, Department of Space Physics in Kiruna and Karolinska Institute in Stockholm which is specialized in Medicine and dentistry.

#### **Uppsala universitet**

The Uppsala University is the oldest university in the Nordic countries. It was founded in 1477 therefore this university has a long tradition. The biggest expansion occurred in the latter half of the 20th Century. This period is characterised by improving the educational systems by reforms and expansion of the number of students.

The Uppsala University consists of faculties which are governed by faculty boards. There are 9 faculties from which 5 are in Disciplinary Domain of Humanities and Social Sciences. Further there are 2 faculties in Disciplinary Domain of Medicine and Pharmacy, 1 faculty in Disciplinary Domain of Science and Technology and 1 faculty regarding Educational Sciences.

### **5 Comparison between Czech and Swedish university education systems on a bachelor level**

#### **5.1 Czech students' experiences**

Most of the students from the Czech Republic who experienced the studies on bachelor level on Czech universities in the years 2003 - 2008 consider the education they experienced in The Czech Republic on a medium level. On the other hand Czech students who experienced the studies on Swedish universities on a bachelor level in the years 2003 - 2008 consider the education they experienced in Sweden on a high level. According to the tables, the results of the survey are as following.

##### **5.1.1 Division of seminars and lectures**

In all universities in the Czech Republic and Sweden, the education is divided in lectures and seminars. The lectures should give student an explanation of a theoretical background to the subject matter. The seminars are supposed to be a practical training. But what is dominant in the schedule often differs.

In general the majority of students who experienced the studies in the Czech Republic considered the amount of lectures and seminars same. The students who experienced the studies on Swedish universities consider the division

different. In general students consider the seminars to be the most dominant in the schedule in 60%.

## **Humanities**

But according to a field of study of those students, it is visible that the the division of lectures and seminars strongly differs. The studies of humanities in the Czech Republic are more likely to be theoretical so the amount of lectures is usually higher. In Sweden the students who are specialized in humanities agreed in 100% the seminars to be the most dominant. On the other hand the majority of students of technical studies in the Czech Republic consider the amount of lectures to be the same as the amount of seminars.

## **Technical studies**

The students of technical studies in Sweden consider again seminars to be dominant. Higher amount of seminars in Sweden means more practical training although 35% of those students suppose the amount of of lectures and seminars equal that mean the division would be the same as in the Czech Republic that means one lecture is followed by one seminar.

### **5.1.2 Relation between seminars and lectures**

When lecture provides an explanation of a theoretical background of the subject matter to student and seminar is demonstration of a knowledge obtained on lecture, students were asked to evaluate how the seminars relate to the lectures. They could choose from following range of options:

- 1 Excellent
- 2 Great
- 3 Good
- 4 Fair
- 5 Not so Great

In the Czech Republic students evaluated that relation either excellent, great, good or fair. Generally the majority have chosen the option great but still there was low percentage of students evaluated that relation as excellent and low percentage of students evaluated that relation as fair. On the other hand, students studying in Sweden evaluated that relation only as excellent, great or good. The majority has chosen the option excellent and great therefore there is visible strong connection between the theory and practical training.

## **Technical studies**

The students who are specialized in technical studies on Czech universities generally have chosen the option great. However 25% of those students evaluated that relation to be fair. The technical studies in Sweden differ. The most frequent evaluation was that the seminars relate to the lectures excellently. The rest of those students have chosen option great. That means that in Sweden the practical seminars have a high connection to theoretical lectures in technical courses.

## **Humanities**

The ranking of students of humanities differs. The evaluation of the relation was same for options excellent, great, good and fair. On Swedish universities the majority students of humanities evaluated that relation either as great or good.

None of students who experienced the studies in Sweden consider that relation to be fair. Again it is certain that the Swedish universities put a higher impact on the connections between the theory and training.

### **5.1.3 Individual preparation of students**

Another important factor influencing the university education is an individual preparation. Usually in all university educations the preparation is a necessity. Here students were asked how often the preparation for seminars was needed. They could choose from following range of options:

- 1 Very Often
- 2 Often
- 2 Sometimes
- 3 Rarely
- 4 Never

For the students who experienced the studies on Czech universities, the most frequently chosen option was sometimes. Low percentage of those students answered also often and rarely. On the other hand students who experienced the studies in Sweden have chosen only from first two options, very often and often. According to these results it is visible that Swedish universities require students to be better prepared for the practical training than in the Czech Republic.

### **Technical studies**

According to the field of study of those students, students of technical courses in the Czech Republic are claimed to be well prepared as well. Although the majority of these students have chosen the option sometimes, there still was a higher percentage of students answering often or even very often. On the other hand students of Swedish technical studies all agreed in 100% that the need of individual preparation occurs very often therefore requirements of Swedish universities with specialization in technical studies are higher.

### **Humanities**

The students specialized in humanities studying in the Czech Republic have chosen the option sometimes, however still 25% have chosen the option very often and another 25% have chosen the option rarely. The students experienced humanities in Sweden are again required to be more prepared although not as much as those students of technical courses. In 50% of cases students have chosen the option very often and remaining 50% have chosen the option often.

### **5.1.4 Seminars - practical training**

When the seminars are supposed to be a practical training students were asked to evaluate the level of practical training. The options given were as follows:

- 6 Excellent

- 7 Great
- 8 Good
- 9 Fair
- 10 Not so Great

The students who experienced the studies in the Czech Republic all agreed on the options great and good. The option great was chosen in 50% of students and another 50% have chosen the option good. None of them consider the practical training to be fair or even not so great, so the level of seminars in the Czech Republic can be considered on a higher level. On the other hand Czech students who experienced the studies in Sweden agreed on the options excellent and great. The majority of those students have chosen the option excellent so here it is visible that the level of seminars on Swedish universities is on a very high level.

### **Technical studies**

The students who are specialized in technical studies on Czech universities have chosen the option great in 50% as well as the option good. The majority students of technical studies in Sweden consider the level of seminars to be great. Although the seminars on technical studies in the Czech Republic are on a high level the seminars on a technical study in Sweden are considered to be more advanced.

### **Humanities**

The majority of Czech students of humanities on Czech universities consider the level to be great. The students who experienced the seminars in Sweden agreed on 100% that the level of seminars was excellent. Again it is visible the more advanced practical training on Swedish universities.

#### **5.1.5 Projects and seminar work**

Another important factor of the university studies are projects with connection to practice. In this projects the students are asked to create a work where they are demonstrating the knowledge obtained during the education. On all Czech and Swedish universities students have the possibility to undertake such project.

The projects can be either self-projects, where the author of the project is only one student, or it can be a team-project, where there is created a team of students who are asked to cooperate in creation of that project.

In the Czech Republic students are usually asked to undertake self-projects as well as the team-projects although there is a certain percentage of students answering only team-project. On the other hand on Swedish universities the students are asked mostly to create a self-project. None of students who experienced the studies in Sweden claimed the project to be only team-project. From these answers it is certain that the Swedish universities put a higher impact of students self-work rather than on a team-work. In the Czech Republic the division of self-work and team-work is usually equal so the students are more commonly asked to cooperate.

### **Technical studies**

According to a field of study of those students, students of technical courses are usually asked to work in teams as well as to create a self-work. The Swedish universities usually require students to work independently on a self-project but still there is a visible percentage of students who undertook both self-projects and team-projects. So the projects with connection to practice are considered to be similar in Sweden and the Czech Republic in technical fields of study.

## **Humanities**

In the Czech Republic the majority of students of humanities are asked to work in teams. On the other hand the students of Swedish universities specialized in humanities agreed on 100% that they are working independently. So here the system differs completely. In Sweden students of humanities are managed to be absolutely independent of other people's work. On the other hand in the Czech Republic students of humanities are managed to cooperate.

### **5.1.6 The level of the projects**

Further the students were evaluating the level of that project. They could choose from the following range of options:

- 11 Excellent
- 12 Great
- 13 Good
- 14 Fair
- 15 Not so Great

The students of Czech universities usually consider the level to be great. But still there were a percentage of students answering good or even fair. The answers of students of Swedish universities were divided among the options Great, Good. Although the majority has chosen the option great there is about 40% of students answering good. However none of students of Swedish universities have chosen the option fair therefore the level of projects on Swedish universities is considered to be higher.

## **Technical studies**

In the Czech Republic the majority of students of technical studies have chosen the option great. Although there is about 25% of those students who consider the level to be just fair. On Swedish universities the majority of students consider the level to be great and remaining percentage of them have chosen the option good.

## **Humanities**

On the other hand, looking at the students of humanities of Czech universities, the answers were divided only among the option great and good where the majority have chosen option great. Therefore it is visible that the Czech Republic students of humanities consider the level of projects to be higher than the projects of students of technical studies. In Sweden the level of projects is considered to be similar to the level in the Czech Republic. The 50% of students have chosen the option great and another 50% have chosen the

option good.

### **5.1.7 Project's presentations**

After the project is written, on many universities students are asked to make a presentation of those projects. The Czech students who experienced studies in Czech Republic agreed on 88% that they have the presentations. On Swedish universities it is similar. The Czech students who experienced the studies on Swedish universities agreed on 80% that the presentations are made.

### **Technical studies**

The students of technical courses in the Czech Republic answered that they do have the presentations in 75%. In Sweden the students of technical courses agreed on having a presentation in 100%. From this results it is visible that on the technical studies in Sweden the students are more frequently asked to present their written projects.

### **Humanities**

According to students of humanities, in the Czech Republic the students agreed on having a presentations in 100%. In Sweden on the other hand, students of humanities are asked to make a presentation only in 65%.

### **5.1.8 The level of the presentations**

The students who had a presentation further evaluated its level. They could again choose from this range of options:

- 16 Excellent
- 17 Great
- 18 Good
- 19 Fair
- 20 Not so Great

The students who experienced the studies in the Czech Republic have chosen either the option great or good. But the majority have chosen the option good. On Swedish universities the majority of students have chosen option great. Again the students evaluated the level of presentation in Sweden on a higher level although the difference is not so visible.

### **Technical studies**

The majority of students of technical courses on Czech universities evaluated the level to be good. The majority of students who experienced technical studies in Sweden consider the level to be great. Here it is obvious that although the level of presentations in Sweden is higher, the difference is low.

### **Humanities**

The students of humanities in the Czech Republic evaluated that level to be great in 75%. The students of humanities of Swedish universities evaluated it to be great in 100%. According to those results, the level of presentations of students of humanities in Sweden is considered to be almost equal to the level of presentation in the Czech Republic.

### **5.1.9 The discussions after the presentations**

In the Czech Republic and Sweden as well it is typical to have a short discussion about the project after project's presentation. All students were asked to evaluate the level of discussion. . Again the options were as follows:

- 21 Excellent
- 22 Great
- 23 Good
- 24 Fair
- 25 Not so Great

The majority of students in the Czech Republic have chosen option good. The students in Sweden have chosen the option great in 50% and excellent in another 50%. Here the difference is higher. The students who experienced the studies in Sweden consider the level of discussions visibly higher.

### **Technical studies**

According to the field of study of those students, the students of technical courses in the Czech Republic consider the discussion to be good. The discussions on Swedish universities were considered to be great. Again on the technical field of study the difference between the Czech Republic and Sweden is not exceedingly high.

### **Humanities**

The students of humanities who experienced the studies in the Czech Republic commonly have chosen option good, although there is certain percentage evaluating it great. The students of Swedish universities consider the level to be excellent in 50% and great in another 50%. The difference between the students studying humanities in Czech Republic and Sweden is higher. The level of discussion in Sweden is considered to be higher.

## **6 Comparison between Czech and Swedish university education systems on a master level**

### **6.1 Czech students' experiences**

Most of the students from the Czech Republic who experienced the studies on master level on Czech universities in the years 2003 - 2008 consider the education they experienced in The Czech Republic on a medium level. On the other hand czech students who experienced the studies on Swedish universities on a master level in the years 2003 - 2008 consider the education they experienced in Sweden on a high level. Although the considerations of students on master level are similar to the considerations of students on bachelor level, the questionnaire results differ in particular sections. According to the tables ,the results of the survey are as following.

#### **6.1.1 Division of seminars and lectures**

The education in all universities in Sweden and Czech Republic is divided in lectures and seminars as well on a master level. The dominancy in schedule on master level is almost the same as the divison of seminars and lectures on bachelor level.

The students who experienced the studies in the Czech Republic considered the amount of lectures and seminars again same. The students who experienced the studies on Swedish universities consider the division the same as it was on a beachelor level. In majority the seminars are considered to be the most dominant in the schedule.

### **Humanities**

According to a field of study of those students, the division of lectures and seminars differs. The students of humanities in the Czech Republic consider the amount of lectures to be dominant in 50%. Another 50% consider the seminars to be dominant. Here the result are not so obvious as it was on a beachelor level where the lectures were unambiguously dominant. In Sweden the students on bacelor level agreed in 100% the seminars to be the most dominant. On te other hand students of humanities on master level consider the amount of lectures to be dominant in 50%, the amount of seminars is considered to be dominant in another 50%. Here the answers of students who experienced studies in the Czech Republic and Sweden are exactly the same.

### **Technical studies**

The students of technical studies in Sweden consider seminars to be dominant in 100%. Although the answers on a bachelor level were similar, the dominancy of seminars on a master level is indisputable. Again higher amount of seminars in Sweden means more practical training. On the other hand the answers of students of Czech universities differ. The majority of those students consider the amount of lectures to be the most dominant; therefore it is visible that in the Czech Republic the master studies tend to be more theoretical even of technical studies.

#### **6.1.2 Relation between seminars and lectures**



The evaluation of relation between seminars and lectures on master level differs from the evaluation of students studying on bachelor level. The students could again choose from following range of options:

- 26 Excellent
- 27 Great
- 28 Good
- 29 Fair
- 30 Not so Great

In the Czech Republic the answers of all students of master program were divided among first three options: excellent / great / good. Generally the majority has chosen the option great but there was certain percentage of students evaluated that relation as excellent. None of students on master level evaluated that relation as fair as it was on a bachelor level so the relation between seminars and lectures on master level in the Czech Republic can be considered of higher quality. But still the majority of students studying in Sweden evaluated that relation either excellent or great. Therefore the studies in Sweden according to this issue are again considered to be on a higher level.

### **Technical studies**

The students who are specialized in technical studies on Czech universities generally have chosen either the option great or good. However the students of technical studies in Sweden considered that relation as excellent in 33%. Next 33% considered it as great and remaining 34% have chosen the option good. Comparing these two countries, the results are again similar to those of bachelor level. That means that in Sweden the practical seminars have a high connection to theoretical lectures in technical courses.

### **Humanities**

According to students of humanities in the Czech Republic, the evaluation of the relation was generally good. However there was about 25% of students evaluating it excellent and another 25% it was considered as great. On Swedish universities the evaluation of the relation was excellent in 50% and in another 50% it was considered as great.

Again the Swedish universities put a higher impact on the connections between the theory and training although in this case there are not such differences as it was on a bachelor level.

#### **6.1.3 Individual preparation of students**

The individual preparation, another important factor influencing the university education.

Here students were asked how often the preparation for seminars was needed same as it was on a bachelor level. The students could choose from following range of options:

- 2 Very Often
- 5 Often
- 6 Sometimes
- 7 Rarely
- 8 Never

The students who experienced the studies on Czech universities, the most

frequently chosen option was often. Compared to results of a bachelor level, the preparation is needed more frequently. On the other hand students who experienced the studies in Sweden considered the need of individual preparation to happen very often in 40% and another 40% of students considered it to happen often. According to these results it is visible that Swedish universities require students to be better prepared for the practical training than in the Czech Republic although the difference is not so high as it was on a bachelor level.

### **Technical studies**

According to the field of study of those students, students of technical courses in the Czech Republic agreed in 100% on the option very often. That means that they are claimed to be well prepared. The students of Swedish technical studies have chosen the option very often in more than 60%. Although the need of individual preparation in Sweden generally occurs very often therefore requirements of Czech universities with specialization in technical studies are higher.

### **Humanities**

The results of students specialized in humanities studying in the Czech Republic strongly differ. They have chosen the option often in 75% which is a majority, but remaining 25% of students of humanities answered rarely. The students experienced humanities in Sweden are required to be more prepared. They have chosen the option very often in 50% the remaining 50% of students of humanities answered sometimes.

#### **6.1.4 Seminars - practical training**

Another important factor of university education is the level of practical training. As well as in bachelor level, students of master studies were asked to evaluate the level of seminars. The options given were as follows:

- 31 Excellent
- 32 Great
- 33 Good
- 34 Fair
- 35 Not so Great

The students who experienced the studies in the Czech Republic all agreed on the options great and good although the majority have chosen option great. Here it is visible the high level of the contents of seminars in the Czech Republic. On the other hand majority of Czech students who experienced the studies in Sweden consider the level of seminars to be excellent. So the level of seminars in Sweden is even higher.

### **Technical studies**

The students who are specialized in technical studies on Czech universities have chosen the option great in 50% as well as the option good. The students of technical studies in Sweden consider the level of seminars to be excellent in 33%. Next 33% considered it as great and remaining 34% chosen the option good.

## **Humanities**

The majority of Czech students of humanities on Czech universities consider the level to be good. The students who experienced the seminars in Sweden agreed on the option excellent in 50% and great in another 50%. Here the difference is even more visible compared to technical studies.

### **6.1.5 Projects and seminar work**

Another important factor which was evaluated by students on master level as well as on a bachelor level was a possibility of projects with connection to practice. On all Czech and Swedish universities on a master level students have the possibility to undertake such project.

The projects can be again self-projects, where the author of the project is only one student, or it can be a team-project, where there is created a team of students who are asked to cooperate in creation of that project.

The majority 66.5% of students of Czech universities classified the projects to be both self-project and team project. The remaining percentage have chosen the option self project therefore none of students have chosen the option of team project.

On Swedish universities, the results were almost equal. The majority of the students consider the project to be a self-project as well as a team-projects.

## **Technical studies**

According to a field of study of those students, student of technical courses in the Czech Republic agreed in 100% that the projects can be either self-projects as well as team-projects. The answers of students of Swedish universities are a little different. Although the majority of students undertook both self-projects and team-projects, there is about 30% of students who had a possibility to undertake only team-project.

From these results it is apparent that in Sweden on technical studies the students are asked to cooperate more often.

## **Humanities**

In a field of humanities results again differ. In the Czech Republic the students of humanities are asked to undertake either both self-project or team-project or only a self-project. The students of Swedish universities specialized in humanities agreed on 100% that they undertook both self-project and team-project. So here the system differs. In the Czech Republic students of humanities on a master level are more frequently asked to work independently.

### **6.1.6 The level of the projects**

Further the students were evaluating the level of that project. They could choose from the following range of options:

- 36 Excellent
- 37 Great
- 38 Good
- 39 Fair

#### 40 Not so Great

All answers of The students of Czech universities were divided among the options Great, Good and Fair. The majority of those students answered good but there were a low percentage of students answering great and another low percentage of students answering fair. The answers of students of Swedish universities were divided among the options Excellent, Great, Good. The 40% of students of Swedish universities answered excellent and other 40% answered great. The remaining 20% classified the level of the project as good. None of student of Swedish universities have chosen the option fair therefore the level of projects on Swedish universities is considered to be higher.

### **Technical studies**

In the Czech Republic the majority of students of technical courses consider the level of projects to be good in 50% and another 50% evaluated it great. On Swedish universities the majority of students consider the level to be excellent and remaining percentage of them have chosen the option great. It is again visible the higher level of presentation on Swedish universities in technical field of study.

### **Humanities**

The majority of students of humanities on Czech universities agreed on the option good although remaining 25% evaluated it fair. In Sweden the level of projects is consider to be at 100%. Compared to the bachelor level the results strongly differs. On a bachelor level the projects on Czech universities with specialization in humanities is higher than the level of projects on master level. According to the results of Swedish universities, the difference is not so obvious although the level is consider to be slightly higher.

#### **6.1.7 Project's presentations**

On many universities students are asked to make a presentation of those projects on a bachelor level as well as on master level. The Czech students who experienced studies in Czech Republic agreed on 100% that they have the presentations. The Czech students who experienced the studies on Swedish universities agreed on 80% that the presentations are made.

#### **6.1.8 The level of the presentations**

Further students were evaluating the level of presentation. They could again choose from this range of options:

- 41 Excellent
- 42 Great
- 43 Good
- 44 Fair
- 45 Not so Great

The answers of students who experienced the studies in the Czech republic were all included in answers either good or great or fair. The majority of those students consider the level to be great although there is a very low percentage evaluating the level to be fair.

The students who experienced the studies in Sweden have chosen either the option great or good. But the majority have chosen the option great. Again the

students evaluated the level of presentation in Sweden on a higher level although the difference is not so visible.

### **Technical studies**

According to the field of study of those students, 100% of students of technical studies consider it to be good. The majority of students who experienced technical studies in Sweden consider the level to be great. From these results it is apparent that the difference between the level of presentations in Sweden and the Czech Republic is not so evident.

### **Humanities**

On the other hand none of students of humanities in the Czech Republic have chosen the option good. The majority of 75% of those students evaluated the level to be great but remaining percentage answered fair.

The students of humanities of Swedish universities evaluated it to be good in 100%. According to these results, the level of presentations of students of humanities in Sweden is considered to be almost equal to the level of presentation in the Czech Republic. Although the level in the Czech Republic is considered to be slightly higher.

#### **6.1.9 The discussions after the presentations**

As on a bachelor level also on master level it is typical to have a short discussion about the project after project's presentation. All students were asked to evaluate the level of discussion. Again the options were as follows:

- 46 Excellent
- 47 Great
- 48 Good
- 49 Fair
- 50 Not so Great

The students in the Czech Republic were evaluating the level only by the options great and good and fair. Where the 34% of those students considered it great, another 33% considered it good and remaining 33% considered it fair. The students in Sweden on the other hand considered it great in 20% and the majority of 80% considered it good. According to those results it is difficult to compare due to high differences among students studying in the Czech Republic.

### **Technical studies**

According to the field of study of those students, the students of technical courses in the Czech Republic agreed on the option good in 50% another 50% have chosen the option great. The discussions on Swedish universities were considered to be good in 100%. Here the level of the discussion is obviously higher in the Czech Republic.

### **Humanities**

The majority students of humanities who experienced the studies in the Czech Republic consider the level to be just fair, although there is certain percentage

evaluating it great and good. The students of Swedish universities consider the level to be great in 50% and good in another 50%. Here the difference between students of humanities in the Czech Republic and those in Sweden is exceedingly high.

## 7 Conclusions

Higher education is important to society. These days the educational system among Europe are going under the change due to high differences and different quality of education systems among EU member states.

In general it is obvious from the literature review that the system of higher education in the Czech Republic and the Kingdom of Sweden is similar. What differs between these two countries is the quality and level of education obtained. The problem students are facing nowadays is the practical experiences and training on universities. From a student's perspective this is a big difference between the Czech Republic and Sweden in the education system.

Generally, regardless division in bachelor or master programs, it is obvious that the focus on practical training on universities in the Czech Republic is considered to be on a medium level. On the other hand the focus on practical training on universities in Sweden is considered to be on a high level. The **hypothesis** *Is the university system in Sweden tend to be rather practical than theoretical compared to the Czech Republic from a student's perspective?* was proved.

In each subject the students of Czech universities as well as students of Swedish universities are provided a lecture followed by the seminar. According to the division of seminars and lectures in a schedule on a **bachelor level** the students of Swedish universities claimed that the seminars, which are considered to be a practical training, are dominant in the schedule. The relation between those two was considered as great on Czech universities but on Swedish universities the connection is stronger, in majority evaluated as excellent. On all universities studied there was a need of individual preparation of students for each seminar. Generally, the preparation on Swedish universities is need twice often than on Czech universities and the level of seminar itself was evaluated to be higher in Sweden.

Another important factor influencing the practicalness of the seminars is setting up projects with connection to practice. Here the differences was minimal, all universities studied give students a possibility to undertake such a project. Finally after each project students from the Czech Republic as well as students from Sweden had a presentations of those projects. The difference is obvious only in particular evaluation of the level of those projects. The students of Swedish universities evaluated the level to be higher as well the following discussion on the project was considered to be on a higher level in Sweden.

The results of students on **master level** were very similar to those on bachelor level. According to the division of lectures and seminars. Again the seminars are dominant in Sweden. In the Czech Republic the portion is same. Although the relation between the lectures and seminars in the Czech Republic is considered to be on a higher level than it was evaluated by bachelor students. In Sweden it is still considered to be on a higher level. According to the need of individual preparation for particular seminars, students of master programmes generally need to prepare more than the students of bachelor programmes. But on Swedish universities the

preparation is still needed more frequently. The level of seminars was considered to be higher again on Swedish universities.

According to the projects with connection to practice, the considerations were different from those of a bachelor level. Although the master students of Swedish universities consider these projects to be on a higher level than those of students of Czech universities, generally the level of projects on master programmes is lower than the level of projects on a bachelor programme. Finally, from a student's perspective, the studies in Sweden tend to be more practical, with a higher need of student's own interest and preparation although the evaluation of the level on Czech universities was very positive.

### **7.1 Recommendations and suggestions**

It is not simple to satisfy the expectations of all students but there are still some factors which can be improved both in the Czech Republic and in Sweden. According to comparisons between Czech and Swedish university education systems from students' perspective it must be said, that the Czech university education systems should improve and approximate to the Swedish system and its practice.

All factors studied were evaluated usually very positively on both Czech and Swedish universities, but from the analysis it is apparent that the highly developed Swedish system is still one step forward.



## **References - internet**

### **Official websites of universities:**

*Charles University official website*

< <http://www.cuni.cz/>> (accessed: March 13, 2010)

*Czech University of Life Sciences in Prague official website*

<<http://www.czu.cz/>>(accessed: March 13, 2010)

*Swedish University of Agricultural Sciences official website*

<<http://www.slu.se/?id=580>>(accessed: March 13, 2010)

*Uppsala University official website*

<<http://www.uu.se/>>(accessed: March 13, 2010)

### **Other websites:**

*Bologna process official website*

<<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>> (accessed: March 13, 2010)

*European center for higher education - Ethical and Moral Dimensions for Higher Education and Science in Europe*

<[http://www.cepes.ro/publications/pdf/hee\\_eng\\_pdf/hee4\\_04.pdf](http://www.cepes.ro/publications/pdf/hee_eng_pdf/hee4_04.pdf)>  
(accessed: March 13, 2010)

*The European Education Directory– Czech Republic*

<<http://www.euroeducation.net/prof/czechco.htm> > (accessed: March 13, 2010)

*Europa – Gateway to the European Union- schools and universities*

<[http://europa.eu/quick-links/schools-universities/index\\_en.htm](http://europa.eu/quick-links/schools-universities/index_en.htm)>(accessed: March 13, 2010)

*The Ministry of Education, Youth and Sports of Czech Republic official website* < <http://www.msmt.cz/>>(accessed: March 13, 2010)

## 8 References –books and booklets

*Higher Education Governance in Europe: Policies, structures, funding and academic staff.* EURYDICE EUROPEAN UNIT, Brussels, 2008

*Higher Education in the Czech Republic,* CENTER FOR HIGHER EDUCATION STUDIES, Praha, 1999

Kulich J., and Krüger W. , *The Universities and Adult Education in Europe,* Centre for Continuing Education, University of British Columbia, 1980, ISBN 0888431236, 9780888431233

Maurits Van Rooijen, Univerdades Compostela Grupo. *Co operative education in Europe,* Compostela group of Universities, 2002, ISBN 8460755142

*Oxford wordpower dictionary,* Oxford University Press 2000, ISBN 0-19-4315290

Pawłowski K. *Rediscovering Higher Education in Europe,* UNESCO 2004, ISBN 92-9069-180-8

Pedersen O., and North R., *The first Universities: Studium Generale and the Origins of University Education in Europe,* Cambridge University Press, 1997, ISBN 0521594316

Sorm M., and Rybička J., *University information system workshop,* MZLU v Brně 2007, ISBN 078-80-7370-043-5

Yonezawa A., and Kaiser F., *System-Level and Strategic Indicators for Monitoring Higher Education in the Twenty-First Century,* UNESCO 2003, ISBN 92-9069-172-1

## 9 10.Supplements

### THE BC AND MSC STUDENTS' EXPERIENCES – Kingdom of Sweden

#### Dominancy in schedule

Table 1

<b>BC</b>	lectures	seminars	same
Cz	0%	60%	40%

Table 2

<b>BC - CZ</b>	lectures	seminars	same
technical	0%	66.5%	33.5%
humanities	0%	100%	0%

Table 3

<b>MSC</b>	lectures	seminars	same
Cz	20%	60%	20%

Table 4

<b>MSC - CZ</b>	lectures	seminars	same
technical	0%	100%	0%
humanities	50%	0%	50%

#### Relation between seminars and lectures

Table 5

<b>BC</b>	excellent	great	good
CZ	40%	40%	20%

Table 6

<b>BC - CZ</b>	excellent	great	good
technical	66.5%	33.5%	0%
humanities	0%	50%	50%

Table 7

<b>MSC</b>	excellent	great	good
CZ	40%	40%	20%

<b>MSC - CZ</b>	excellent	great	good
technical	33%	34%	33%
humanities	50%	50%	0%

#### Need of individual preparation for seminars

Table 8

<b>BC</b>	very often	often	sometimes	rarely
CZ	40%	40%	20%	0%

Table 9

<b>BC - CZ</b>	very often	often	sometimes
technical	100%	0%	0%
humanities	50%	50%	0%

Table 10

<b>MSC</b>	very often	often	sometimes	rarely
CZ	40%	40%	20%	0%

**Table 11**

<b>MSC -CZ</b>	very often	often	sometimes	rarely
technical	33.5%	66.5%	0%	0%
humanities	50%	0%	50%	0%

**The practice in seminar**

**Table 12**

<b>Bc</b>	excellent	great	good
CZ	60%	40%	0%

**Table 13**

<b>Bc - CZ</b>	excellent	great	good
technical	33.5%	66.5%	0%
humanities	100%	0%	0%

**Table 14**

<b>Msc</b>	excellent	great	good
CZ	40%	40%	20%

**Table 15**

<b>Msc - CZ</b>	excellent	great	good
technical	33.5%	66.5%	0%
humanities	50%	0%	50%

**Possibility to undertake project with connection to practise**

**Table 16**

<b>Bc</b>	yes	no
CZ	100%	0%

**Table 17**

<b>Msc</b>	yes	no
CZ	100%	0%

**The level of the project**

**Table 18**

<b>Bc</b>	excellent	great	good
CZ	0%	60%	40%

**Table 19**

<b>Bc - Cz</b>	excellent	great	good
technical	0%	66.5%	33.5%
humanities	0%	50%	50%

**Table 20**

<b>Msc</b>	excellent	great	good
CZ	40%	40%	20%

**Table 21**

<b>Msc - CZ</b>	excellent	great	good
technical	66.5%	0%	33.5%
humanities	0%	100%	0%

**The level of the presentations of projects**

**Table 22**

<b>Bc</b>	great	good
CZ	60%	20%

20% were not able to answer in Cz

**Table 23**

<b>Bc - CZ</b>	great	good
technical	66.5%	33.5%
humanities	50%	0%

50% from humanities were not able to answer

**Table 24**

<b>Msc</b>	great	good
CZ	40%	40%

20% of CZ were not able to answer

**Table 25**

<b>Msc - CZ</b>	great	good
technical	66.5%	33.5%
humanities	0%	50%

50% from humanities were not able to answer

**The discussions after the projects**

**Table 26**

<b>Bc</b>	yes	no
CZ	100%	0%

**Table 27**

<b>Bc - CZ</b>	yes	no
technical	100%	0%
humanities	100%	0%

**Table 28**

<b>Msc</b>	yes	no
CZ	100%	0%

**Table 29**

<b>Msc - CZ</b>	yes	no
technical	100%	0%
humanities	75%	25%

**The level of discussions**

**Table 30**

<b>Bc</b>	excellent	great	good
CZ	40%	40%	20%

**Table 31**

<b>Bc - CZ</b>	excellent	great	good
technical	33%	34%	33%
humanities	50%	50%	0%

**Table 32**

<b>Msc</b>	great	good	fair
CZ	20%	80%	0%

**Table 33**

<b>Msc - CZ</b>	great	good	fair
technical	0%	100%	0%
humanities	50%	50%	0%

**THE BC AND MSC STUDENTS' EXPERIENCES – Czech Republic**

**Dominancy in schedule**

**Table 34**

<b>BC</b>	lectures	seminars	same
Cz	37.5%	12.5%	50%

**Table 35**

<b>Bc - CZ</b>	lectures	seminars	same
technical courses	25%	0%	75%
humanities	50%	50%	0%

**Table 36**

<b>MSC</b>	lectures	seminars	same
Cz	16.5%	33.5%	50%

**Table 37**

<b>MSC - CZ</b>	lectures	seminars	same
technical courses	50%	0%	50%
humanities	50%	50%	0%

**Relation between seminars and lectures**

**Table 38**

<b>BC</b>	excellent	great	good	fair
CZ	12.5%	37.5%	25%	25%

**Table 39**

<b>BC - CZ</b>	excellent	great	good	fair
technical	0%	50%	25%	25%
humanities	25%	25%	25%	25%

**Table 40**

<b>MSC</b>	excellent	great	good
CZ	16.5%	35.5%	50%

**Table 41**

<b>MSC - CZ</b>	excellent	great	good
technical	0%	50%	50%
humanities	25%	25%	50%

**Need of individual preparation for seminars**

**Table 42**

<b>BC</b>	very often	often	sometimes	rarely
CZ	25%	12.5%	50%	12.5%

**Table 43**

<b>BC - CZ</b>	very often	often	sometimes	rarely
technical	25%	25%	50%	0%
humanities	25%	0%	50%	25%

**Table 44**

<b>MSC</b>	often	sometimes	rarely	never
CZ	83.5%	0%	16.5%	0%

**Table 45**

<b>MSC - CZ</b>	often	sometimes	rarely	never
technical	100%	0%	0%	0%
humanities	75%	0%	25%	0%

**The practice in seminar**

Table 46

<b>Bc</b>	great	good
CZ	50%	50%

Table 47

<b>Bc - CZ</b>	great	good
technical	50%	50%
humanities	75%	25%

Table 48

<b>Msc</b>	excellent	great	good
CZ	0%	66.5%	33.5%

Table 49

<b>Msc - CZ</b>	excellent	great	good
technical	0%	50%	50%
humanities	0%	25%	75%

**Possibility to undertake project with connection to practise**

Table 50

<b>Bc</b>	yes	no
CZ	100%	0%

Table 51

<b>Msc</b>	yes	no
CZ	100%	0%

**The level of the project**

Table 52

<b>Bc</b>	excellent	great	good	fair
CZ	12.5%	62.5%	12.5%	12.5%

Table 53

<b>Msc</b>	great	good	fair
CZ	17%	66.5%	16.5%

Table 54

<b>Msc - CZ</b>	great	good	fair
CZ	50%	50%	0%

Table 55

<b>Msc - others</b>	great	good	fair
technical	25%	75%	0%
humanities	100%	0%	0%

**The level of the presentations of projects**

Table 56

<b>Bc</b>	great	good
CZ	37.5%	50%

12.5% were not able to answer

**Table 57**

<b>Bc - CZ</b>	great	good
technical	0%	72%
humanities	75%	25%

**Table 58**

<b>Msc</b>	great	good	fair
CZ	50%	33.5%	16.5%

**Table 59**

<b>Msc - CZ</b>	great	good	fair
technical	0%	100%	0%
humanities	75%	0%	25%

**The discussions after the projects**

**Table 60**

<b>Bc</b>	yes	no
CZ	62.5%	12.5%

25% were not able to answer

**Table 61**

<b>Bc - CZ</b>	yes	no
technical	50%	0%
humanities	100%	0%

50% from technical were not able to answer

**Table 62**

<b>Msc</b>	yes	no
CZ	100%	0%

**Table 63**

<b>Msc - CZ</b>	yes	no
technical	100%	0%
humanities	100%	0%

**The level of discussions**

**Table 64**

<b>Bc</b>	excellent	great	good
CZ	12.5%	12.5%	37.5%

37.5% were not able to answer

**Table 65**

<b>Bc - CZ</b>	excellent	great	good
technical	0%	0%	25%
humanities	25%	25%	50%

75% from technical were not able to answer

**Table 66**

<b>Msc</b>	great	good	fair
CZ	33.5%	33.5%	33%

**Table 67**

<b>Msc - CZ</b>	great	good	fair
technical	50%	50%	0%
humanities	25%	25%	50%



