


An Analysis on the Use
of Learning-Centred Pedagogies
in Higher Education in Project Countries.
A Survey Report.



AUDIENCE

Higher education leadership,
Medical education developers

TYPE OF MATERIAL

A survey report

PROJECT

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Table of Contents

What is Content and Language Integrated Learning	4
The survey and its participants	5
Students and staff at medical universities participating in the survey	8
Teaching in many languages	12
Pedagogical support for teachers	13
Education quality management and student needs	16
Supporting learning strategies and techniques of medical students	19
Pedagogy at various stages of medical education	22
Methodologies in preclinical education	22
Methodologies in clinical education	24
The impact of language on teaching and learning	30
Addressing culture in teaching, learning and living in a multicultural environment	32
CLIL at work: developing language competences while teaching medical subjects	39
Conclusions	48

» WHAT IS CONTENT AND LANGUAGE INTEGRATED LEARNING

Content and Language Integrated Learning (CLIL) is an educational approach which aims at the facilitation and enhancement of the learning process through closer integration of the language and content. Effective teaching of a new language to students calls for use of diverse, realistic content and multiple genuine contexts as a vehicle for the grammar and vocabulary. This is likely to promote understanding of the principles of the new language and foster proper use of the language in real-life situations, including appropriate application of words, phrases, collocations and idioms in suitable registers. In medical education or any other non-philology study program, where the students' focus is on the building of their knowledge and understanding of specific disciplines, while the foreign language of instruction is a vehicle for the teaching and learning process, use of properly selected language tools and activities has the potential to improve absorption of information and building of extensive and coherent knowledge on the subjects in the curriculum. This organic integration of language acquisition (English in this case) while learning subject specific content facilitated by an understanding of how teaching and learning take place is the hallmark of learning centred pedagogies. CLIL is an excellent example of such pedagogies.

» THE SURVEY AND ITS PARTICIPANTS

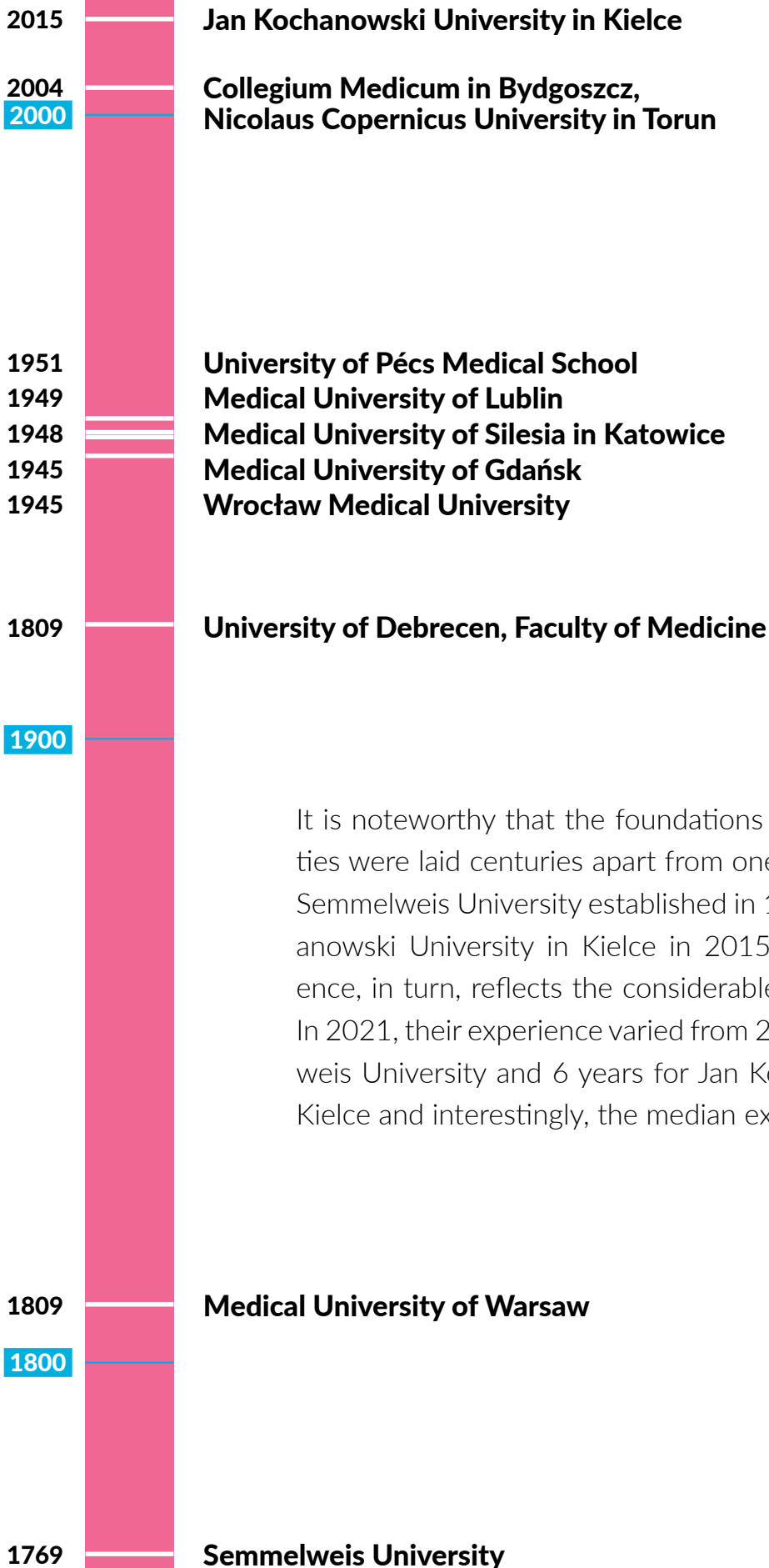
This report analyses the use of learning-centred pedagogies in higher medical education in Poland and Hungary. It summarises the information collected from medical universities/faculties of medicine – respondents to the survey on the use of learning-centred pedagogies, prepared by the project consortium. The responders were representatives of university authorities (vice-rectors, deans and vice-deans) and heads of units responsible for educational development.

In recognition of the multiple dimensions of CLIL in particular and of learning-centred pedagogies in general, a survey was prepared, which included questions exploring the actions, measures and policies applied by the respondent universities in the language, content, environment, culture and learning dimensions of medical education, Lantix, Contix, Entix, Cultix, and Learntix, respectively. This report also includes a summary of a narrative contribution received from Ireland, namely from the English Language Centre, NUI Galway. Their entry requirements of English proficiency level are set at a level which guarantees easy communication between teachers and students. However, all the students have a chance to take an academic English language skills course prior to regular classes. There are also workshops focused on language and vocabulary, but it's rather general and focused on non-subject specific topics. Cultural context of CLIL is in the scope of interest at NUI, as there's increasing proportion of students from non-English speaking countries. By emphasising intercultural skills, CLIL is found as a promising methodology to implement in the structural and pedagogical policies.

Ten medical universities submitted the survey, including three universities from Hungary (out of 4 which provide degree programs in English) and seven medical universities from Poland (out of 15 which provide degree programs in English), these were:



Universities participating in the survey



It is noteworthy that the foundations of participating universities were laid centuries apart from one another. These include Semmelweis University established in 1769 as well as Jan Kochanowski University in Kielce in 2015. This remarkable difference, in turn, reflects the considerable variation in experience. In 2021, their experience varied from 252 years for the Semmelweis University and 6 years for Jan Kochanowski University in Kielce and interestingly, the median experience was 74,5 years.

» STUDENTS AND STAFF AT MEDICAL UNIVERSITIES PARTICIPATING IN THE SURVEY

The oldest university is also the one with the highest number of international students, while the youngest has the lowest number of international students. The universities are listed in the order based on the number of international students attending the medical courses - from the highest to the lowest.

Semmelweis University

2394

University of Pécs Medical School

1877

University of Debrecen, Faculty of Medicine

1787

Medical University of Lublin

1212

Medical University of Gdańsk

1037

Wrocław Medical University

776

Medical University of Warsaw

669

Medical University of Silesia in Katowice

389

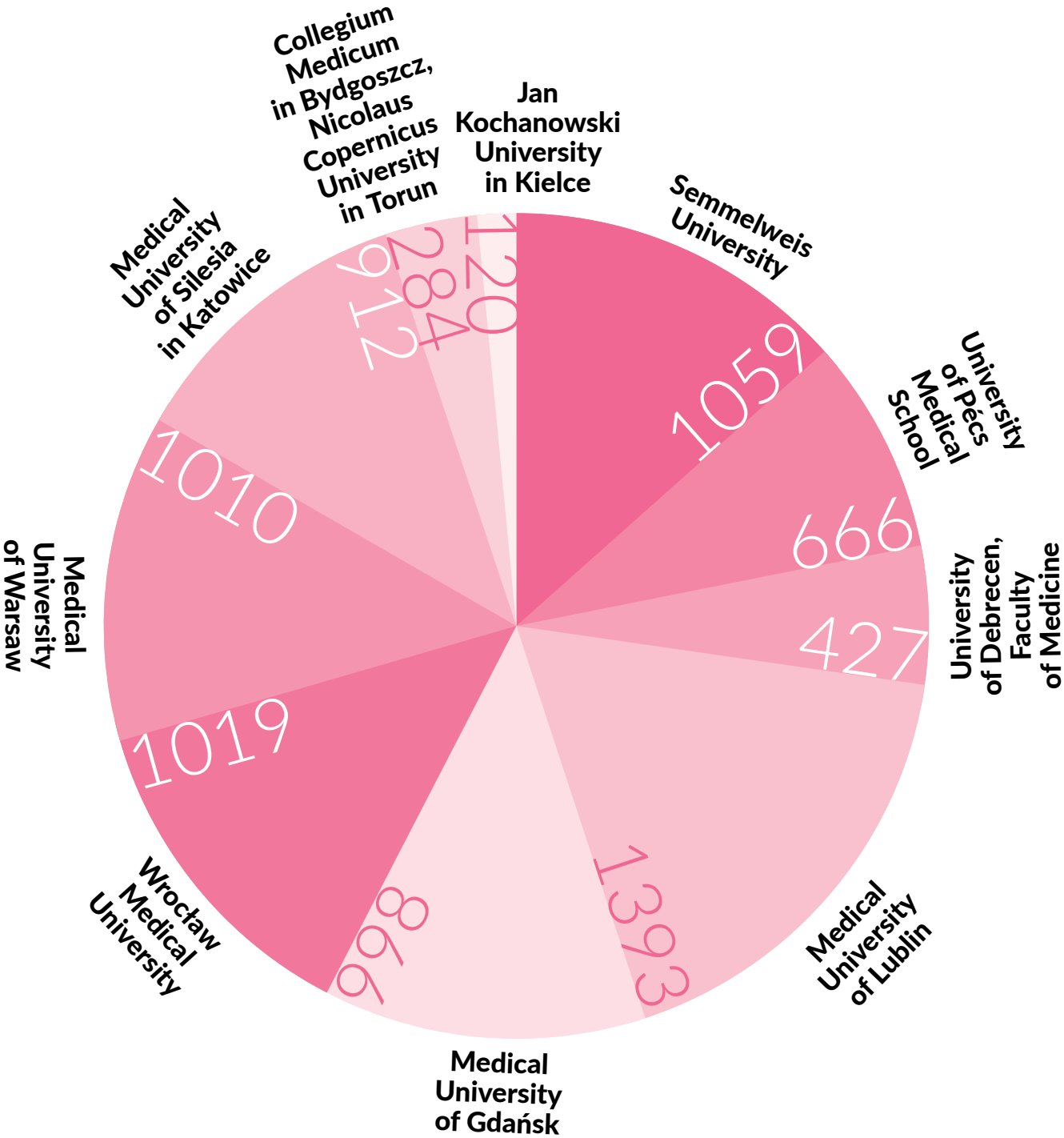
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun

314

Jan Kochanowski University in Kielce

80

The number of teaching staff ranged from 1059 (for Semmelweis University) to 120 (for Jan Kochanowski University in Kielce), with the median of 912.



The total number of students was the highest at the Medical University of Lublin – 7004 and the lowest at the Jan Kochanowski University in Kielce – 709, with the median number of students per university 3840.

The number of students per teaching staff was the lowest at the Wrocław Medical University, where there are 3 students per one teacher and the highest at the University of Debrecen, where there are 7,9 students per teacher. The median number of students per teacher was 4,7.

Semmelweis University



Number of students ■
Students/Staff Ratio ■

University of Pécs Medical School



University of Debrecen, Faculty of Medicine



Medical University of Lublin



Medical University of Gdańsk



Medical University of Warsaw



Medical University of Silesia in Katowice



Wrocław Medical University



Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun



Jan Kochanowski University in Kielce



The number of international students varied from 2394 at Semmelweis University to 80 at the Jan Kochanowski University in Kielce with a median of 1037. The proportion of international students to all the students at the university was the highest at the Hungarian universities – 53 to 60% and much lower at Polish universities from 25,5 to 9% with the median of 16,7%. The number of international students from EU countries was equal or higher than from non-EU countries at three universities: Semmelweis University (50% EU to 50% non-EU), Wrocław Medical University (57,5% to 42,5%) and Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Toruń (58,6 to 41,4). At two universities the non-EU students comprised over 90% of all international students: University of Debrecen, Faculty of Medicine (92,5%) and Medical University of Lublin (96%). The median proportion of students from EU countries was 38% and from non-EU 60,2%.

University	Number of international students	% of all students	EU students	EU students as % of international students	Non-EU students	Non-EU students as % of international students
Semmelweis University	2394	52,8	1200	50,1	1200	50,1
University of Pécs Medical School	1877	60,2	792	42,2	1084	57,8
University of Debrecen, Faculty of Medicine	1787	52,9	134	7,5	1653	92,5
Medical University of Lublin	1212	17,3	41	3,4	1171	96,6
Medical University of Gdańsk	1037	16,7	394	38,0	643	62,0
Wrocław Medical University	776	25,5	446	57,5	330	42,5
Medical University of Warsaw	669	15,1	101	15,1	568	84,9
Medical University of Silesia in Katowice	389	9,0	107	27,5	234	60,2
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	314	22,9	184	58,6	130	41,4
Jan Kochanowski University in Kielce	80	11,3	30	37,5	50	62,5

» TEACHING IN MANY LANGUAGES

Apart from countries' official languages – Hungarian and Polish – English was the main language of instruction for international students. This was used at all universities participating in the study although at two Hungarian Universities, there are separate German-language divisions (Semmelweis University, University of Pécs Medical School) and three Polish universities also use Polish as a language of instruction for international students. The estimated proportion of international students who know the official language of the country where they study ranged from 0 to 10%. This information was not available for 4 participating institutions.

University	Local language /languages	Language(s) of instruction for international students	Estimated % of international students who speak/know the local official language/ languages, if different from the language of instruction
Semmelweis University	Hungarian	English, German	Information not available
University of Pécs Medical School	Hungarian	English, German	Information not available
University of Debrecen, Faculty of Medicine	Hungarian	Hungarian	0-10%
Medical University of Lublin	Polish	English	0-10%
Medical University of Gdańsk	Polish	English	0-10%
Wrocław Medical University	Polish	English	0-10%
Medical University of Warsaw	Polish	Polish, English	Information not available
Medical University of Silesia in Katowice	Polish	English	Information not available
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	Polish	English	0-10%
Jan Kochanowski University in Kielce	Polish, English	Polish, English	90-100%

» PEDAGOGICAL SUPPORT FOR TEACHERS

All the universities reported that they offer some general pedagogical and teaching-learning support for the medical courses they deliver. Most often individual mentoring and support delivered by external experts were listed (each offered by 5 universities), in-house training was offered by 4 institutions, peer-group support and group mentoring were available at 3 universities. Individual universities offered from 1 to up to 3 different support methods. Grey fields indicate the existence of such a support method.

University	Peer-group support	Individual mentoring	Group mentoring	In-house training	Delivered by external expert
Semmelweis University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Interestingly, all the respondent institutions provided their academic staff with support on how to use new/innovative teaching methods. In fact, most, i.e. 7 out of 10 reported promoting sharing knowledge and skills between the more proficient teachers and those less advanced at new/innovative teaching methods, with this being the only method of support in three universities. Also, three universities report having educational developers supporting the teachers and another three cooperate with external partner(s) who provide such support.

University	Yes, we have education developer(s) who support the teachers	Yes, we cooperate with external partner(s) who provide such support	Yes, in a way; we promote sharing knowledge and skills between the more proficient teachers and those less advanced at new/innovative teaching methods	No, our university does not provide any support in new/innovative teaching methods
Semmelweis University	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Updating and upgrading pedagogical capacities of teachers is voluntary at all three participating Hungarian universities and at 4 out of 7 Polish universities. Three Polish universities regard this kind of training as obligatory.

University	Voluntary	Mandatory
Semmelweis University	<input checked="" type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input checked="" type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input checked="" type="radio"/>

» EDUCATION QUALITY MANAGEMENT AND STUDENT NEEDS

All participating universities reported having a system for students to provide feedback on the quality of courses, whereas only one university (Medical University of Lublin) stated that such feedback was compulsory.

University	Compulsory	Not compulsory
Semmelweis University	<input type="radio"/>	<input checked="" type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input checked="" type="radio"/>

Also, the frequency of receiving feedback varied. While at four universities, students were providing instant voluntary feedback on the teaching activities, at further five the feedback was provided sometimes and only occasionally at one university. Six institutions reported their students provide a delayed formalised feedback on the teaching methods on a regular basis, at three sometimes and at one only occasionally.

University	Instant voluntary feedback			Delayed formalised feedback		
	Yes, on a regular basis education developer(s) who support the teachers	Yes, sometimes external partner(s) who provide such support	Yes, occasionally	Yes, on a regular basis education developer(s) who support the teachers	Yes, sometimes external partner(s) who provide such support	Yes, occasionally
Semmelweis University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

As far as the learner-centred approach is concerned, at four universities, the students regarded the amount of this approach as sufficient while at two Hungarian universities the learner-centred approach is, according to students, used less than needed. The students' feedback has not addressed this issue at four universities in Poland.

University	Just as much as needed	Too much	Not enough	Not assessed
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

» SUPPORTING LEARNING STRATEGIES AND TECHNIQUES OF MEDICAL STUDENTS

All participating universities reported having a system for students to provide feedback. When participating universities were asked what type of study skill support they provide to the students, mentoring/tutoring was mentioned most often (three universities), along with psychological support/coaching (three universities) and various forms of library/database use courses (three universities).

University	Study skills support provided to the students
Semmelweis University	<ul style="list-style-type: none"> ■ training on study skills
University of Pécs Medical School	<ul style="list-style-type: none"> ■ peer groups ■ teachers' mentoring ■ coaching ■ special courses regarding learning support ■ online databases supporting learning
University of Debrecen, Faculty of Medicine	<ul style="list-style-type: none"> ■ Mentor Program ■ group patronage ■ Students Scientific Society ■ UD Talent Program
Medical University of Lublin	<ul style="list-style-type: none"> ■ multimedia class materials ■ pre-testing ■ library training courses
Medical University of Gdańsk	<ul style="list-style-type: none"> ■ instruction course on the use of library resources ■ psychology workshop - stress management training
Wrocław Medical University	<ul style="list-style-type: none"> ■ encourage active learning in a groups ■ provide models ■ boost participation ■ build in practice time, evaluation, and analysis ■ creating a positive school climate ■ tutoring hours ■ critical thinking and problem solving
Medical University of Warsaw	<p>Courses:</p> <ul style="list-style-type: none"> ■ Coping with stress and preventing burnout ■ Doctor's writing: communicating clinical and personal experience through academic and non-academic literature ■ Chill Out! - Relaxation as a tool for personal development and therapy
Medical University of Silesia in Katowice	<ul style="list-style-type: none"> ■ Organised summaries ■ Test Taking Guides ■ Critical Thinking Skills ■ Writing Research Papers ■ Books/Library
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<ul style="list-style-type: none"> ■ simulation centre ■ on-line support programs (i.e. Incision, Lectorio)
Jan Kochanowski University in Kielce	<ul style="list-style-type: none"> ■ courses in the scope of students support in the learning process (coaching, coping with stress, methods of learning, support yourself management, the psychology of personal development) ■ Tutors' duty hours



**Do you offer learning strategies/learning techniques to your medical students?
When? Can you give an example?**

University	Yes, mandatory course in 1 st year	Yes, elective course in 1 st year	Yes, elective course in higher year	Yes, self-study e-learning course	Yes, individual tutoring	None
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Example of practice	mapping individual strengths and weaknesses; introducing useful tools and methods					
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Example of practice	different memory techniques, visual support for learning, how learning works					
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Example of practice	Forum on educational program and learning strategies for 1 st year students, e-learning materials and courses, Mentor Program, Group Patronage, Students Scientific Society, UD Talent Program					
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Example of practice	consultation hours each teacher has with full availability for the students					
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Example of practice	-					
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Example of practice	Direct contact with students and explanation the best ways of studying, and providing models e.g. mind maps, creative diagrams, self-assessing					
Medical University of Warsaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Example of practice	-					
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Example of practice	-					
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Example of practice	-					
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Example of practice	Problem-solving method; workshops; seminars; case study					

Three universities do not offer any instruction on learning strategies/learning techniques to their medical students. The other seven provide such instruction during individual tutoring (3 institutions), elective courses at higher years or self-study e-learning courses (each method used by two universities) or as an elective course at the 1st year. Only the University of Debrecen, Faculty of Medicine has a mandatory course on learning techniques in the 1st year.



Do you address the learning styles preferred by your students in the teaching methods you choose?

University	Yes	No
Semmelweis University	<input type="radio"/>	<input checked="" type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>

Only four out of ten universities reported addressing via their teaching methods the learning styles preferred by the students.

» PEDAGOGY AT VARIOUS STAGES OF MEDICAL EDUCATION

Next, the questionnaire addressed the methodologies implemented at different stages of education (1 meaning the LEAST used, 5 meaning the MOST used).

In preclinical education, Subject-Based Learning was adopted at all universities (level 4-5, median 4,5) and Problem-Based Learning was used to a lesser extent (level 1-4, median 3) as was a hybrid of subject and problem-based learning (level 1-4, median 3).

» Methodologies in preclinical education

1. Subject-Based learning

Median 4,5

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2. Problem-Based Learning

Median 3

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

3. Hybrid of the above two

Median 3

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

➤ Methodologies in clinical education

Subject-Based learning was adopted at all universities also in a clinical education (level 3-5, median 4,5). The implementation of the Problem-Based Learning varied between the institutions (level 1-5, median 3,5) as did a hybrid of subject and problem-based learning (level 1-5, median 3,5). The scale was such that 1 meant the LEAST used, 5 meant the MOST used.

1. Subject-Based learning

Median 4,5

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

2. Problem-Based Learning

Median 2,5

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

3. Hybrid of the above two

Median 3,5

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



“We are using Problem-Based Learning”:

University	In all courses	In a majority of courses	In about half of courses	In a minority of courses	Not used at all
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Medical University of Warsaw happened to be the only one that reported not using Problem-Based Learning at all. Half of the participating institutions implement Problem-Based Learning in the majority of their courses; one in approx. half of courses and only three institutions in the minority of their courses.



Other methodologies used in medical education at your university – please list and rate their use on a scale from 1 to 5 (1 meaning the LEAST used, 5 meaning the MOST used):

University	Methodology
Semmelweis University	■ ase based learning - 2
University of Pécs Medical School	■ team based learning - 2 ■ case based learning - 2 ■ flipped classroom - 2
University of Debrecen, Faculty of Medicine	■ evidence based learning - 5 ■ team based learning - 4 ■ case based learning - 4 ■ co-teaching - 3
Medical University of Lublin	■ experience/hands-on - 3
Medical University of Gdańsk	■ e-learning modules - 2 ■ medical simulation - 3 ■ role-play - 2
Wrocław Medical University	■ simulation based learning ■ observational learning ■ peer assisted learning ■ evidence based learning
Medical University of Warsaw	■ case based learning - 2 ■ learning by doing - 3
Medical University of Silesia in Katowice	■ re-learning - 4
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	■ lectures - 3 ■ seminars - 4 ■ simulation centre - 3
Jan Kochanowski University in Kielce	■ medical simulations in the Medical Simulation Centre - 4

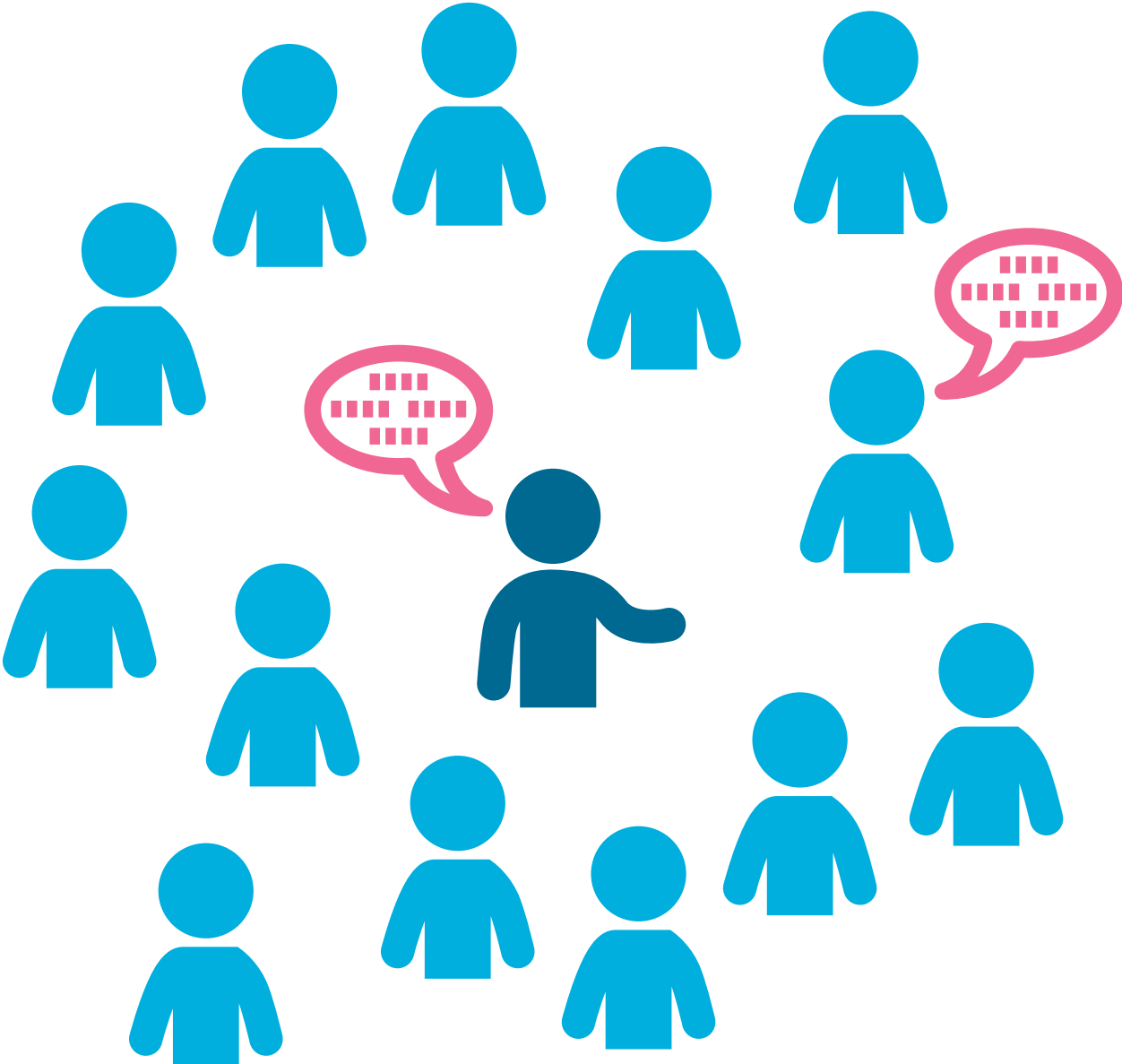
Other methodologies used in medical education varied between the universities. Hungarian medical universities reported Case-Based Learning, whereas in Polish ones – medical simulation is most often used. Evidence-Based Learning was also mentioned together with e-learning. Three universities reported some use of co-teaching, peer-assisted learning and flipped classroom methods.



List up to 7 key methods/solutions used at your university to promote a better focus on learning:

University	Method
Semmelweis University	<ul style="list-style-type: none">■ bedside teaching■ small group learning■ shadowing
University of Pécs Medical School	<ul style="list-style-type: none">■ learning support■ mentoring programs■ coaching■ peer groups■ learning groups
University of Debrecen, Faculty of Medicine	<ul style="list-style-type: none">■ minimum questions■ list of definitions■ compulsory and supplementary e-learning educational materials (lecture pdf, syllabus, photos, videos, further readings)■ e-learning self-control tests
Medical University of Lublin	<ul style="list-style-type: none">■ small groups■ science groups■ silent study rooms■ teacher engagement in classroom■ practical classes with patients
Medical University of Gdańsk	<ul style="list-style-type: none">■ discussion of sample exam questions■ individual consultations with teachers■ access to study materials (including presentations, recorded sessions)■ mock tests and mock exams■ upgraded library facilities with new study hubs■ IT infrastructure supporting e-learning■ availability of e-textbooks
Medical University of Warsaw	<ul style="list-style-type: none">■ we don't have such
Medical University of Silesia in Katowice	<ul style="list-style-type: none">■ student participation in scientific activities■ participation in student scientific conferences■ scientific scholarship system■ participation in Erasmus+ program
Wrocław Medical University	<ul style="list-style-type: none">■ learning in multiple ways■ providing practical experience■ progress testing to give students feedback■ provision of learning materials■ research clubs■ learning support for struggling students■ problem based homework
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	(no answer)
Jan Kochanowski University in Kielce	<ul style="list-style-type: none">■ seminars■ workshops■ practical classes■ problem-solving method

Eight of participating universities declared they promote better focus on learning by organising classes in small groups (3 institutions) along with sharing educational materials such as presentations, recorded sessions, control/mock tests and additional readings (also 3 institutions). Three universities report that they support scientific interests of the students by science groups/research clubs and by the scientific scholarship system.



» THE IMPACT OF LANGUAGE ON TEACHING AND LEARNING

The majority of the participating institutions evaluated their international students' learning experience as affected by the fact that the language of instruction is not their mother tongue. This phenomenon was rated "fairly much" by two universities, "moderately" by four, "just a little" by two and only University of Debrecen, Faculty of Medicine and Medical University of Silesia in Katowice perceived the education of international students as unaffected by the language barrier.



"International students' learning experience is affected by the fact that the language of instruction is not their mother tongue":

University	Very much	Very much	Moderately	Just a little	Not at all
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

The teachers are provided with training on how to actively expand students' competence in the language of instruction along with their competence in a given medical subject at half of the participating universities, which included all Hungarian universities and two universities located in Poland. Five Polish universities do not implement any methods to improve students' language competencies.



“Teachers are provided with training on how to actively expand students’ competence in the language of instruction along with their competence in a given medical subject”:

University	Yes, they are	No, they are not
Semmelweis University	<input checked="" type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>

» ADDRESSING CULTURE IN TEACHING, LEARNING AND LIVING IN A MULTICULTURAL ENVIRONMENT

All participating institutions acknowledged that cultural aspects influence students' learning. All Hungarian universities and one Polish institution found this rather important. Three schools in Poland found cultural aspects fairly important and further two schools somewhat important.



“Cultural aspects are important in influencing student learning”:

University	Very important	Fairly important	Rather important	Somewhat important	Not at all important
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cultural aspects were also perceived as important in teachers' work by all the respondents. Half of the universities found this somewhat important, for three Polish universities it was fairly important and for two universities such an influence was rated rather important.



“Cultural aspects are important in teachers’ work”:

University	Very important	Fairly important	Rather important	Somewhat important	Not at all important
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How are teachers trained to design classes and successfully implement the concepts listed earlier? Eight out of ten respondents answered this question. Two acknowledged that no such training for teachers was given. Six institutions which provided training for teachers did it by means of courses organised by external experts which could also be available as e-learning courses or in-house workshops where more experienced teachers could share their knowledge with younger colleagues. Two universities declared provision of educational textbooks and one supported teachers' participation in educational conferences.



“What are the methods used to train teachers to teach?”

University	Method of teachers training
Semmelweis University	<ul style="list-style-type: none"> ■ There is an education for educators course + we have and Eduldea workshop every month to help our teachers successfully implement the concepts
University of Pécs Medical School	<ul style="list-style-type: none"> ■ no answer given
University of Debrecen, Faculty of Medicine	<ul style="list-style-type: none"> ■ training courses for teachers in educational methodology ■ e-learning course ■ co-teaching ■ support to attend educational conferences ■ providing educational books
Medical University of Lublin	<ul style="list-style-type: none"> ■ courses
Medical University of Gdańsk	<ul style="list-style-type: none"> ■ in-house training ■ training with external experts ■ mentoring
Wrocław Medical University	<ul style="list-style-type: none"> ■ Multimodal learning delivery options and instructions how to operate this technology. ■ Suggestions for using ready-made metrics offered by textbook publishers. ■ Exchange of experience between young and experienced teachers. ■ Teacher group discussions about the materials presented in class and how to teach the class.
Medical University of Warsaw	<ul style="list-style-type: none"> ■ We don't have such
Medical University of Silesia in Katowice	<ul style="list-style-type: none"> ■ regular meetings with Dean and Faculty members psychological support
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<ul style="list-style-type: none"> ■ not trained
Jan Kochanowski University in Kielce	<ul style="list-style-type: none"> ■ not trained

All universities reported including some activities that were aimed at helping the students and staff feel safe and comfortable to perform well in a multicultural environment. Five out of seven Polish universities organised orientation weeks to introduce international students to the university and the country they study in. Medical Universities of Lublin and Gdansk also reported cultural events/nights for presentation of cultures of the students' countries of origin. Two universities stressed the involvement of students' organisations in creating a safe multicultural environment. Five universities (four Polish and one Hungarian) organised courses on intercultural competencies and communication methods. Two universities pointed out the necessity to constantly update rules and regulations to accommodate the intercultural issues and to provide equal opportunities and equal treatment for students. Five institutions provided psychological support for students. Only Semmelweis University used CLIL for the purpose of addressing a multicultural environment of the university.



“How are students supported in a multicultural studying and living environment?”

University	Activities
Semmelweis University	<ul style="list-style-type: none"> ■ CLIL, constant feedback, authentic target language input, IC, acquisition focused classroom with audiovisual prompts
University of Pécs Medical School	<ul style="list-style-type: none"> ■ intercultural communication methods, tools; courses about intercultural competencies; language use; visiting other universities to share and get experience of others
University of Debrecen, Faculty of Medicine	<ul style="list-style-type: none"> ■ consequently, keeping the rules and regulation, Equal Opportunities and Equal Treatment for Students Faculty Committee, University of Debrecen Mental Health Centre, supporting agency for local integration and administration led by the UD Coordinating Centre for International Education
Medical University of Lublin	<ul style="list-style-type: none"> ■ trainings on cultural differences, involvement in student' organisations, regular psychological support, orientation week, cultural night
Medical University of Gdańsk	<ul style="list-style-type: none"> ■ awareness campaigns, cultural events, dedicated trainings
Wrocław Medical University	<ul style="list-style-type: none"> ■ Acceptance of different dress and language (outside of class, during breaks), respect for different customs that do not affect student behaviour in class. Support for young teachers when dealing with difficult students. Psychological support for students and teachers.
Medical University of Warsaw	<ul style="list-style-type: none"> ■ SUPP Project, Orientation Week, Student scientific club PSYCHE, Workshops for teachers and staff
Medical University of Silesia in Katowice	<ul style="list-style-type: none"> ■ regular meetings with Dean and Faculty members psychological support
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<ul style="list-style-type: none"> ■ introduction to the culture, history and present of Poland, informal meetings with Polish students, cooperation with Polish Students Government
Jan Kochanowski University in Kielce	<ul style="list-style-type: none"> ■ determination of one language of communication (English/ Polish); orientation week organised for new students of the 1st year

Courses on cultural awareness and intercultural communication aimed at promoting integration, well-being and functioning in a multi-ethnic/multi-cultural environment were available to teachers at seven universities, to students at seven universities and to the administrative staff at six universities. Four universities made such courses available to all three groups (i.e. teachers/students/administrative staff). One university does not provide any courses of this kind to the academic community.

University	Teachers	Students	Administrative staff	None
Semmelweis University	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



What is the teachers' attitude toward the intercultural differences?

The participating universities were also asked to try to define the attitude towards the intercultural differences expressed by their teachers, using the following scale based on Bennett's developmental model of intercultural sensitivity (the model depicted below was not shown to the participants).

- **Denial** – “each student should follow my rules”
- **Polarisation** - “international students should adapt to our rules if they want to succeed”
- **Minimisation** - “cultural differences are not important, let's focus on common features”
- **Acceptance** - “I recognise and accept the difference between our cultures”
- **Adaptation** - “I address cultural differences on a regular basis, my classes are adjusted to the needs of particular students”

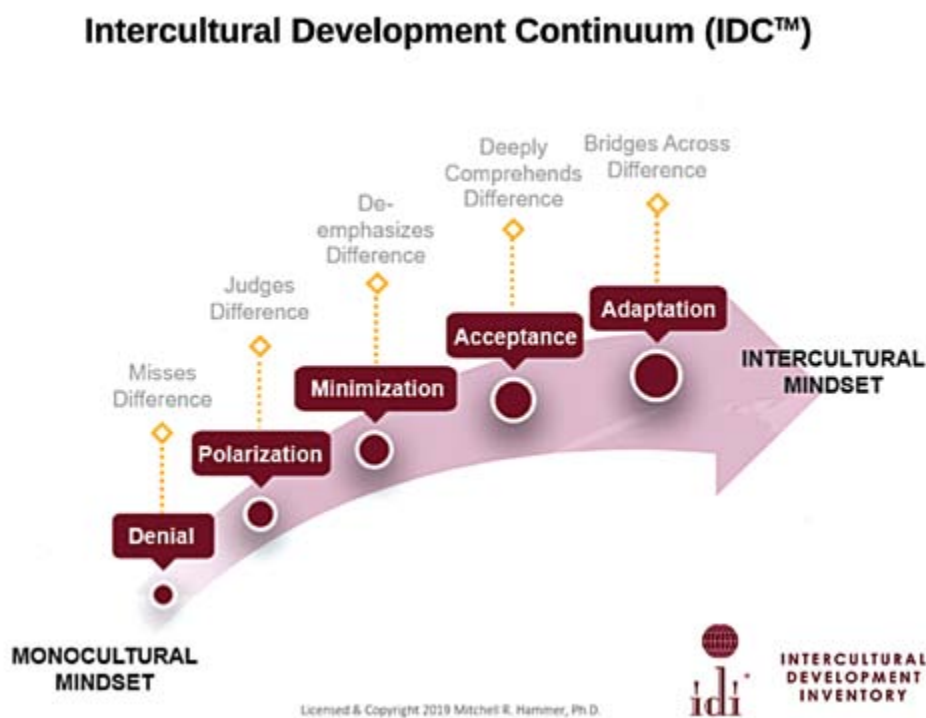


Image source: <https://idiinventory.com/generalinformation/the-intercultural-development-continuum-idi/>

All but one university showed the predominance of the acceptance approach (i.e. “I recognize and accept the difference between our cultures”). Minimisation (i.e. “Cultural differences are not important, let’s focus on common features”) was identified at six universities, while for one it was the only attitude expressed. Two universities recorded a polarisation approach (i.e. “International students should adapt to our rules if they want to succeed”). None of the universities reported the cultural differences being addressed during the classes on a regular basis (adaptation approach).

University	Denial	Polarisation	Minimisation	Acceptance	Adaptation
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

» CLIL AT WORK: DEVELOPING LANGUAGE COMPETENCES WHILE TEACHING MEDICAL SUBJECTS

All Hungarian universities and one Polish institution encouraged their teachers to include and integrate development of students' language competences during the courses on medical subjects believing that developing them benefits their learning of the medical subjects and facilitates the students' integration. Three universities acknowledged a need for such encouragement, but did not see possibilities of organising such activities given the volume of knowledge and information for each medical subject and the limited time for the classes. Three universities did not find such activities necessary as international medical students are required to have sufficient command of the language of instruction before admission, which is promptly verified during the recruitment process.



Are your teachers encouraged to include and integrate development of students' language competences during their courses on medical subjects?

“Yes, they are” – our international medical students have varied competences at the language of instruction, and we believe that developing them benefits their learning of the medical subjects and facilitates the students' integration.

“No, although it would be needed” – it would be beneficial to develop international medical students' language competences, but given the volume of knowledge and information for each medical subject and the limited time for the classes, we cannot afford including language training into the teaching process.

“No, it is not needed” – our international medical students are required to have sufficient command of the language of instruction before admission, which we check and verify.

University	Yes, they are	No, although it would be needed	No, it is not needed
Semmelweis University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

The use of specific activities designed to enhance content learning by improving language competence of the international students was reported by five universities, four do not employ such activities.

University	Yes	No	Information not available
Semmelweis University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



The use of methods improving language competence of international students.

Pre-course glossaries

Median 2,5

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Content/Language exercises in groups

Median 3

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Medical article report assignments

Median 3

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Small group problem discussions (non-PBL)

Median 3,5

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Content / language e-learning self-test

Median 2,5

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Other

Median 1,5

University	1	2	3	4	5
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Only five universities reported using other activities to enhance content learning by improving language competence, which primarily included team work on projects, oral presentations prepared by students and language courses both on the language of the country (Hungarian, Polish) and on medical English.

University	Activities
Semmelweis University	<ul style="list-style-type: none"> ■ audiovisual aids, discovery games, activities enhancing cooperation, level adjusted authentic language input, working on projects in teams, giving presentation on content related topics,
University of Pécs Medical School	<ul style="list-style-type: none"> ■ None
University of Debrecen, Faculty of Medicine	<ul style="list-style-type: none"> ■ Hungarian language compulsory course for 6 semesters, further Hungarian elective course, Medical Latin language course, Medical English language course
Medical University of Lublin	<ul style="list-style-type: none"> ■ None
Medical University of Gdańsk	<ul style="list-style-type: none"> ■ None
Medical University of Warsaw	<ul style="list-style-type: none"> ■ We have no other action.
Wrocław Medical University	<ul style="list-style-type: none"> ■ None
Medical University of Silesia in Katowice	<ul style="list-style-type: none"> ■ oral presentation, student-centred discussion, teamwork, involvement in scientific projects
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<ul style="list-style-type: none"> ■ None
Jan Kochanowski University in Kielce	<ul style="list-style-type: none"> ■ no other activities used



What cultural dimensions of CLIL do you address while teaching at your university?

When asked about addressing the cultural dimensions of CLIL, eight responding institutions declared addressing intercultural knowledge and understanding, seven provide introduction of a wider cultural context, four support intercultural communication skills and three address learning about specific neighbouring countries/regions and/or minority groups. University of Debrecen, Faculty of Medicine addressed all four of these dimensions.

University	intercultural knowledge and understanding	intercultural communication skills	learning about specific neighbouring countries/regions and/or minority groups	introduction of a wider cultural context
Semmelweis University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Jan Kochanowski University in Kielce	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



What environmental dimensions of CLIL do you address while teaching at your university?

When environmental dimensions of CLIL are considered, seven universities found access to international certifications important, six institutions aimed at enhancing the schools' profile, and six prepared for internationalisation and only two aimed at EU specific integration.

University	preparation for internationalisation	specifically, EU integration	access to international certification	enhancing school profile
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
University of Pécs Medical School	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Medical University of Gdańsk	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

All the respondents agreed that implementation or further development of CLIL practices at their universities may improve the quality of medical education delivered in a language other than the students' mother tongue but the predicted level of such improvement was different. Five universities expected the level of medical education to be improved very or fairly much. Three regarded such possible improvement to be moderate and one reported only a small improvement. One institution was not able to predict the impact of implementation of CLIL practices on the quality of education.



“Can CLIL practices improve the quality of medical education delivered in a language other than the students’ mother tongue?”

University	Very much	Fairly much	Moderately	Somewhat/ a little	Not at all	Not able to predict
Semmelweis University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
University of Pécs Medical School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University of Debrecen, Faculty of Medicine	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Lublin	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Gdańsk	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrocław Medical University	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Warsaw	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical University of Silesia in Katowice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collegium Medicum in Bydgoszcz, Nicolaus Copernicus University in Torun	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jan Kochanowski University in Kielce	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

» CONCLUSIONS

Results of this survey give us some insight into the awareness about the CLIL approach at the medical universities in Poland and Hungary. The report shows a diversity of methods used in teaching, from very traditional to up-to-date, modern active-learning methods. Each university participating in our survey offers some kind of support to their students and staff related to teaching and learning. From the CLILMED project's point of view, answers to the last question are rather optimistic. 9 out of 11 universities find CLIL useful in improving the quality of medical education taught in other than native tongues. The tools CLILMED is developing will undoubtedly enhance the position of medical universities to further work on education quality improvements.

