



On Responsibility in University Teaching: Aspects Contributing to the Enhancement of Teaching Quality Provided at Universities

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Abstract

This paper will highlight the intrinsic link between university educators' general responsibilities and the three domains of responsibilities. The text initially presents perspectives regarding responsibility and the act of teaching. It is then followed by an analysis of the concept of responsibility in teaching, which is examined across three distinct domains: the domain of encouraging students' curiosity, the domain of keeping abreast of the prospective career requirements for students, and the domain of language usage. In brief, it is crucial to enhance teachers' sense of responsibility toward their students, as it can ultimately result in enhanced academic achievement and personal development for students.

Keywords: University educators; responsibility; language usage; student curiosity; prospective career requirements for students.

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1. Introduction

It can be said that, at first glance, the question of responsibility in teaching is unusual and perhaps unnecessary because responsibility in teaching is generally the default. If only university educators and mentors are in focus, there is an ingrained feeling that they are of a higher rank and therefore have a higher rank of responsibility. However, this is a general and superficial view. Modern times bring demands on university classes that are increasing day by day. As such, university educators should carry out the work of re-examining their day-to-day teaching approach, methods, and style. This activity should also encompass a re-examination of personal responsibility and the domains that must be covered by it.

The objective of this discourse is not to make sweeping generalizations or present a vague overview of responsibility; rather, it is to provide a targeted strategy for addressing three relevant facets of responsibility within the realm of teaching. Since they, from our perspective, unquestionably incorporate and surround every conceivable dimension of responsibility in teaching, it is imperative for educators to maintain a constant focus on them, contemplate upon them, and tailor the teaching methods and learning environment accordingly to promote and foster optimal student engagement and academic success.

The introductory part of this study involves a concise review of the fundamentals pertaining to the concepts of responsibility and teaching.

1.1. Concerning Responsibility

The notion of responsibility has been known to each of us since childhood. Responsibility is a crucial component in the formation and development of every personality, and “the concept of responsibility seems to be an important one in our social life, in our personal relations ... and at work” [1]. It is an unavoidable issue when we discuss our obligations and commitments, our jobs, and our assignments – everything we are in charge of or accountable for. Responsibility is understood as consciously fulfilling the demands placed on a person. The realisation of specific tasks takes place through voluntary effort and deliberate focus on the result of a specific activity. Responsible person always cares about the consequences of their decisions and is guided by a rational approach to their activities. Regardless of how external conditions develop, a person who takes full responsibility for what is happening will always act for the benefit of the situation and the people around them without forgetting about themselves.

As Bauman states, responsibility is not something that we are born with or that we automatically possess; it is something that we must constantly strive to cultivate and develop [2]. Responsibility rests on the ability of man as a conscious, social being to be able to distinguish useful from harmful, rational from irrational, honest from dishonest, and thus permissible from what is not allowed from a societal perspective. But if a person decides to develop their best character traits, talents, and abilities, this can be called both responsibility and freedom. But how is responsibility related to freedom? Many philosophers have asked this difficult question since ancient times. They thought about what freedom is: can a person be free until the end or is it just the deepest delusion, a facade?

Jean-Paul Sartre said that “man is condemned to be free” [3]. Condemned because he did not create himself, yet he is nevertheless at liberty, and from the moment he is thrown into this world he is responsible for everything he does [3]. In this scenario, freedom functions as a kind of motivating link, a mindset that aids in acting in accordance with the given direction. Man takes the necessary steps of his own free will and he is aware of the importance of the choice he has made. Any responsibility presupposes the existence of a conscious desire for any activity, the formation of motivation, and an attitude toward its implementation. Bearing that in mind, we should also shed light on the fact that “responsibility is not simply a matter of responding to the world as it is, but of responding to the world as it could be” [4], and that “responsibility is the capacity to respond to the unexpected” [5].

Discussing responsibility, however, is not an end in itself, and although it can be contemplated in greater depth, it is essential for our continued discussion that “responsibility signifies precisely a responsibility for the other. It is only in the face of the other that the meaning of responsibility appears” [6]. This “other” could be anyone from a broad spectrum, but our current focus is on our students, with whom we are connected through the teaching process – a shared pursuit of knowledge and intellectual development.

1.2. Concerning Teaching

Teaching is a noble profession that has the power to transform lives and shape the future. It is through teaching that knowledge is passed down from one generation to the next and new ideas and discoveries are shared with the world. Whether the starting point is the philosophy of teaching or the practical strategies of effective teaching, it should examine the many facets of teaching and discover what it takes to be a great teacher in today’s complex and rapidly changing world.

Teaching can be seen as both a science and an art. On one hand, teaching involves applying research-based knowledge of learning and pedagogy to design effective instructional strategies and assessments that will promote student learning. This requires a deep understanding of the subject matter, as well as an ability to apply that knowledge in creative ways that engage students and help them develop critical thinking skills. On the other hand, teaching is also an art that involves interpersonal skills, creativity, and intuition. Effective teaching requires building positive relationships with students, creating a safe and supportive learning environment, and adapting instruction to meet the unique needs of individual students. This requires a high degree of emotional intelligence and the ability to connect with students on a personal level.

Ultimately, teaching is a complex, multifaceted profession that requires both scientific knowledge and artistic skill. The best teaching combines these two aspects of teaching in a way that promotes student learning and fosters a lifelong love of learning. Albers offers a great summary of what effective teaching entails: “More a matter of right questions than right answers” [7].

1.2.1. Teaching Process at University

This century will mark the 1,200th anniversary of the first university in the Eastern world, and the 1,000th anniversary of the first university in Western Europe. That is a long time since the first institution

used the term *Universitas* to describe a group of scholars who were engaged in higher learning and research, making it an important historical institution in the development of higher education.

Universities have developed throughout the ages despite times of political and social turmoil. Today, dozens of institutions worldwide provide a diverse choice of study and degree programs and research possibilities. University education has existed for a long time due to a variety of factors, including the support of numerous institutions, the dedication and expertise of scholars and teachers, and the demand for higher education and intellectual inquiry among the public. Universities have played a vital role in influencing society, culture, and knowledge, and they continue to be a vital part of life overall.

University education is to provide students with a high-quality education that helps them acquire knowledge, skills, and attitudes relevant to their chosen field of study while preparing them for future careers. It provides students with an in-depth comprehension of their subject matter, exposes them to current research and trends, and educates them to think critically, solve problems, and communicate effectively. Its goal is to instill in students a lifelong passion for learning. It helps students acquire skills applicable in a variety of contexts. These abilities consist of independent learning, investigation, collaboration, time management, and communication. A comprehensive and well-rounded education that prepares them for a successful and fulfilling life.

University-level teaching typically involves delivering lectures and leading discussions, designing and grading assessments, providing feedback to students, and mentoring students in research and other academic pursuits. All of these tasks require “a deliberate and intentional approach to course design that is based on a clear understanding of the learning goals and objectives” [8]. Here are some general principles of the teaching process at universities and what is expected from university educators:

- **Knowledge and expertise:** University-level teaching requires a deep understanding of the subject matter being taught, and university teachers are expected to have a high level of expertise in their field and to stay current with the latest research and trends.
- **Classroom management:** University educators are able to run their classes effectively, ensuring that students are engaged and actively participating in the learning process. This means developing a dynamic teaching style, encouraging discussion and debate, and talking about challenging or controversial topics.
- **Assessment and evaluation:** At university, teachers design and grade assessments that accurately reflect students’ mastery of the material. This can include exams, essays, research papers, and other assignments. Feedback to students is also crucial, as it can help them improve their understanding of the material.
- **Support for students:** University educators often help students with their assignments by answering questions, giving them extra resources, and putting them in touch with campus support services when they need to.
- **Professionalism:** University educators must maintain a high level of professionalism in their interactions with students, colleagues, and other members of the university community. This includes demonstrating respect, honesty, and integrity in all interactions.

With all the previously mentioned principles in which the university educators should be held accountable to, it

is also important for them to be effective. In the context of teaching at a university, an effective teacher is someone who is able to inspire and guide students to reach their full potential in a particular subject area. They have a deep understanding of the subject matter, are able to communicate clearly, and use a variety of teaching strategies to engage their students. Effective university educators also create a supportive learning environment, challenge students to think critically and creatively, and foster a sense of community and collaboration in the classroom [9]. Overall, an effective university teacher is someone who is able to achieve their teaching goals and help students achieve their learning goals. In addition, this teacher implements effective teaching not in the form of delivering information to students, but rather by helping them learn how to think like a scientist (10).

Rosenshine lists 17 principles of effective teaching: present new material in small steps with student practice after each step; limit the amount of materials students receive at one time; give clear and detailed instructions and explanations; ask a large number of questions and check for understanding; think aloud and model steps; provide models of worked-out problems; provide systematic feedback and corrections; provide many examples; reteach material when necessary [11].

The teaching process at university is done by teachers who mostly are outstanding in their profession; “They are reflective about their work, they care deeply about their practice and their profession, they seek evidence-based solutions, they approach each day with a sense of urgency and moral purpose, they are authentic, innovative, and realistic, they thrive on challenge, and they are catalysts for change.” [12] This implies that university educators should also be responsible, as “teaching is a continuous process of reflection, evaluation, and improvement” [8]. Responsibility in teaching, however, requires deeper contemplation, since the field of responsibility has not been defined once and for all, and it expands and takes shape in response to the new demands placed by modern higher education.

2. Teaching at University and a Sense of Responsibility

Teaching at a university can be a challenging and rewarding career. Successful university educators are able to balance their own research and scholarship with their teaching responsibilities, in the sense of supporting students and contributing to the academic community as a whole. But what is primary for becoming university educators is their scientific work. Therefore, it is nearly impossible for young university educators to be re-engaged or to get a new tenure based solely on their qualities as a professor. Why? They are expected to perform a variety of tasks, including: establishing or participating in new research programs and making them successful by publishing (this is a requirement); establishing a laboratory; obtaining funding from grants; submitting a large number of reports on work and work progress; and so on. Thus, “university educators work in a highly complex environment, meeting the multiple and sometimes competing demands” [13] and they often express frustration and a sense of overwhelm due to the increasing demands of their role.

As Brockliss claims, lectures have been the primary strategy for teaching in higher education [14]. In recent decades, lectures have shifted to more active learning approaches since many have argued that university educators need to abandon the lecture and shift to more active learning approaches; numerous studies have demonstrated that active learning leads to increased student performance, engagement, and satisfaction relative

to traditional lecturing[15]. It is a demanding process that requires designing methodologies to activate students, constantly insisting on interactivity and emphasizing active students' participation. Given this information, the base is the responsibility of teachers which involves recognizing and accepting teachers' duties and obligations and taking proactive steps to fulfill them in a responsible and accountable manner. Even though university educators bear significant responsibility, they should perpetually reconsider the additional areas within the teaching process that warrant their attention. They must strive to expand their scope of responsibility and determine effective strategies for its implementation.

Responsibility in university teaching necessitates a strong commitment to a specific objective and a readiness to invest time, effort, and resources in order to attain it. In addition, it requires undertaking actions pertaining to refining and enhancing teaching theory, strategies, techniques, and assessment practices, as well as reevaluating, deciding, resolving, abandoning, and the like. As Dunkle asserts, "Teachers are heroes, and teaching is a heroic act," [12] it is appropriate to recognize the unique bravery of university educators in their devotion to their students. From this vantage point, it is appropriate to assert that the concept of responsibility incorporates the "concept of relations." It can be deduced that responsibility in teaching and responsibility in studying are inextricably linked, albeit without further exploration in this context.

2.1. University Educators' Responsibility in the Teaching Process

The teaching process at the university flourishes as a result of a greater sense of responsibility among teachers. The teaching process is more likely to be effective when university instructors take their responsibilities seriously and approach teaching with a sense of purpose and commitment. Teachers can create a positive and productive learning environment if they recognize the vital role they play in the lives of their students and are committed to delivering high-quality education. The following are some general methods that university educators may employ when instructing with responsibility:

- They are aware of the impact of their actions, including how their actions can affect others and the environment around them. They think about the short-term and long-term consequences of their choices and behaviors.
- They make informed decisions; they gather information and evaluate the options before they make decisions. They consider the risks and benefits and make choices that align with accepted values and set goals.
- They follow through on commitments: when making a commitment, the word should be kept following through on what is said that should be done.
- They learn from mistakes: they take responsibility for mistakes and use them as opportunities for learning and growth. They identify what went wrong and take steps to prevent similar mistakes in the future.
- They demonstrate a willingness to receive feedback: they are open to acknowledging and evaluating students' viewpoints, and they use it as a way to improve the teaching. They listen to different perspectives and consider how feedback can be incorporated into actions and decisions.

There are a multitude of aspects of responsibilities and settings in which they may be actualized. Nevertheless,

this discourse will concentrate on three specific facets of responsibility within the realm of teaching at the university. Each of the aforementioned methods can be explicitly associated with the following tripartite domains of responsibility, as well as with any additional domains.

2.1.1. Responsibility for Encouraging Students' Curiosity

In general, curiosity is the innate desire to seek out and learn new information or experiences. It is a natural human instinct that drives us to explore and discover the world around us. Curiosity can manifest itself in a variety of ways, such as by asking questions, seeking out new experiences, or exploring new ideas. It is often described as a thirst for knowledge or a desire to understand the unknown. Curiosity is an important trait that can lead to personal growth, innovation, and creativity. It can also be a powerful motivator that drives us to overcome obstacles and achieve our goals. Leslie argues that curiosity is the driving force behind human progress and innovation, and our natural curiosity is what has led to many of the greatest discoveries and inventions throughout history, from the wheel to the internet [16].

In education, curiosity is the engine of achievement [17] and students' curiosity is an essential component of the learning process. When students are curious about a topic, they are more engaged, motivated, and eager to learn. Curiosity can also lead to a deeper understanding and better retention of information. Students commonly have the desire to explore and learn about the specific knowledge and skills that are required to excel in a particular profession. It involves them asking questions, seeking out information, and actively engaging with the material in order to gain a deeper understanding of the subject matter. When students are curious about their future profession, they are motivated to learn more about specific aspects of their field, such as the latest trends, emerging technologies, or best practices. This can help them develop the skills and knowledge they need to succeed in their chosen profession and stay up to date with the latest developments in their field. Curiosity in studying for future professions can also lead to innovation and creativity as students explore new ideas and approaches to solving problems within their field, and it is an important trait that can help students achieve their goals and excel in their chosen careers.

However, curiosity is not something that comes all at once, and it should be encouraged by using a variety of strategies. As curiosity is not a fixed trait that does not remain the same, research has shown that it can be encouraged and strengthened through various activities, such as reading, exploring new ideas, asking questions, engaging in new experiences, etc. By actively seeking out new knowledge and experiences, students can train themselves to be more curious and open-minded. On the other hand, curiosity can also be inhibited or suppressed by external factors such as fear, stress, or a lack of motivation. For example, students may lose their natural curiosity in a subject if they are under pressure to perform well on exams or if the teaching style is rigid and uninspiring.

Therefore, it is important to foster an environment that encourages curiosity and exploration, and to provide opportunities for students to engage with the material in a way that is meaningful and relevant to their interests and goals, since "curiosity may be the most important attribute for learning in a rapidly changing world." [18]. By doing so, university educators can help students develop a lifelong love of learning and a desire to

continually expand their knowledge and understanding of the world.

Some Ideas

Nilson stated that “the most effective teachers are those who create a learning environment that fosters student engagement, curiosity, and motivation” [8]. The implementation of this statement may present a challenge, despite its apparent simplicity, so how do university educators deal with this challenge? First, university educators can provide opportunities for students to explore their own interests within the curriculum. This can be achieved through project-based learning or open-ended assignments that allow for individualized exploration and inquiry.

Second, university educators can make use of real-world examples and hands-on experiences to pique students’ interest and curiosity. This can include field trips, guest speakers, or interactive simulations that allow students to see the practical applications of what they are learning.

Third, university educators can encourage students to ask questions and provide opportunities for discussion and debate in the classroom. By creating a safe and supportive environment for questioning and exploration, teachers can foster a sense of curiosity and inquiry in their students.

Fourth, university educators can invoke the curiosity that is a natural characteristic of most learners by citing paradoxes. It is a mistake to hide the incongruities of the disciplines from students since the most interesting things are those that happened in the cracks between disciplines and those that turn out differently than predicted. That is where real learning occurs.

Finally, university educators can also model curiosity and demonstrate their own interest and passion for the subject matter. When teachers are enthusiastic about what they are teaching, it can be infectious and inspire their students to become more curious and engaged in the learning process.

Posing inquiries and Exposing students to the questions that still remain in the field is also a way to help them develop epistemologically. They move beyond what is safe and sure to what is still under development and as a result, they can vicariously participate in that development.

University educators can use a variety of methodologies to arouse students’ curiosity when studying. Here are merely some examples:

- Each lesson begins with a thought-provoking question that challenges students’ assumptions and piques their curiosity.
- Debate and discussion in the classroom are fostered by creating a safe and respectful environment where students feel comfortable sharing their opinions and ideas; this can spark curiosity and inspire students to delve deeper into the subject matter.
- Students are encouraged to conduct research and explore different aspects of the subject matter in greater depth. This can provide opportunities for students to discover new information and develop a deeper

understanding of the material.

- Hands-on experiences such as lab experiments or field trips, are provided to help students apply the concepts they are learning in a practical setting. This can inspire curiosity and encourage students to explore different areas of the subject matter.
- Technology, such as online simulations and virtual reality experiences, is used to create immersive learning experiences that engage students' curiosity and make the material more interesting and accessible.
- Challenging assignments that require students to think creatively and apply their knowledge in new and innovative ways are set. This is a great opportunity to spark curiosity and motivate students to investigate the topic from multiple angles.

2.1.2. Responsibility for Keeping Abreast of the Prospective Career Requirements for Students

For universities to demonstrate their dedication to the *success of students*, it is crucial that they prioritize initiatives that extend beyond a narrow emphasis on graduation rates. It is suggested that universities should furnish evidence demonstrating the employment success of their graduates in their respective fields. In the event of inadequate measures, educational institutions may encounter the potential of a decrease in student enrollments, a rise in public doubt regarding the value of post-secondary education, and intensified examination from governing bodies.

There is a certain indubitable significance of university educators in providing guidance and assistance to students in their professional growth. Academicians at the university level have the potential to serve as exemplary figures, impart specialized knowledge, facilitate the acquisition of crucial competencies, and integrate career-oriented initiatives within their curricula. They have the capacity to assist students in recognizing and pursuing experiential learning prospects, furnish direction on career strategizing, and provide knowledge on industry trends and expectations.

University educators have a responsibility to help students understand how the course content fits into their future plans and career goals. By doing so, they can help students see the value and relevance of the material they are learning, which can increase their engagement and motivation to succeed in their courses and future careers. To achieve this, university educators should stay informed about the latest trends and changes in their respective fields and stay up-to-date on the latest developments in their fields so that they can provide students with the most relevant and current information. They should also have a good understanding of the skills and knowledge required for various careers in their fields so that they can tailor their courses and teaching to prepare students for those careers. Another task is fostering relationships with industry professionals in their fields, such as employers and industry associations, so they should stay informed about the changing needs and requirements of the job market. Furthermore, university educators should be available to provide guidance and advice to students about their career prospects and how to develop the skills and knowledge they need to succeed in their chosen fields, as well as to incorporate career-focused learning opportunities into their courses, such as internships, co-op programs, and career-focused projects.

Some Ideas

Making connections between what students are studying and their future profession is essential because it helps them see the relevance of what they are learning and motivates them to engage more thoroughly with the material. University educators can assist students in making these connections by illustrating how the course material applies to real-world situations and careers. So that students can make the connection between the present and the future, instructors should, whenever possible throughout the semester, discuss what students will be doing in the future and how what they are learning in class supports that. When students comprehend the relevance of the concepts and skills they are learning to their future careers, they are more likely to be committed to their education and work harder to accomplish their objectives. This can lead to increased success in both their academic and professional endeavors.

Teachers at universities can also encourage students to consider their career goals and think about how the concepts they are learning can assist them in achieving these goals. Assignments that require students to apply what they are learning to particular career paths or scenarios may also facilitate the formation of these associations. It is crucial to help students recognize value by deriving it from the utility, as many students do not see the value in learning essential concepts unless they can relate them to something concrete.

The following are strategies that university educators can employ to help their students see the relevance of their coursework to their future occupations:

- Utilizing real-world examples and case studies can effectively illustrate that the subject matter included in teaching is applicable in a professional setting; thereby, students are motivated to actively engage in studying the subject matter in a more meaningful way, with greater depth and significance.
- Inviting guest speakers from diverse sectors to share their expertise and insights with students is a potential strategy to enhance students' learning experiences. This approach can help students recognize the significance of their education and facilitate a more comprehensive understanding of the competencies and knowledge required for success in their prospective careers.
- Providing experiential learning opportunities, such as internships or volunteer work, enables students to implement their knowledge and skills in a real-world setting, recognize the correlation between their academic pursuits and their prospective occupation, and become motivated to pursue further education and explore various domains within their discipline.
- Facilitating mentorship relationships between students and professionals in their fields can furnish students with valuable perspectives, counsel, and guidance as they navigate their academic pursuits and strategize for their future professional endeavors.
- Highlighting the importance of continuous learning by encouraging students to persist in enhancing their expertise and comprehension throughout their careers. It is crucial to inspire students to pursue learning and delve into various facets of their disciplines even beyond graduation.

2.1.3. Responsibility for Language Usage in the University Classroom

Language, according to Samuel Johnson, is the dress of thought. He believed that language has the power to elevate or degrade a thought or idea, just as clothing can enhance or detract from a person's appearance. He felt

that the use of refined and appropriate language is essential for expressing complex and elevated ideas effectively and that using language that is too ordinary, even crude, or grammatically incorrect can diminish its impact. Overall, it is placed great importance on the careful and deliberate use of language in order to convey ideas with the greatest possible clarity and impact. Here is highlighted the need of using language that is suitable for the ideas being communicated and called emphasis on the fact that brilliant thoughts are weakened if articulated via language that is inappropriate or erroneous.

On the other hand, “language is not just a means of communication, but it is also a tool for thinking and a way of organizing our thoughts” [19]. It is not simply a tool for exchanging information between individuals, here between teachers and students and vice versa, but it also shapes the way they think about and interpret the world around them. Language enables them to organize and structure their thoughts, convey complex ideas, and explore abstract concepts. Moreover, language is not just a passive reflection of their thoughts and experiences, but it actively shapes the way they perceive and understand the world.

Teachers and students in all educational settings, especially universities, must communicate using proper language. Language usage refers to the conventions and norms that regulate how words, phrases, sentences, and paragraphs are constructed and organized in a particular language. Correct language usage ensures that teachers can convey to the students the intended meaning, purpose, and tone of their instruction, feedback, and evaluation. It also ensures that students can comprehend, interpret, and respond to the teacher’s messages accurately and appropriately. Correct language usage can improve the lucidity, coherence, and credibility of the teachers' communication, as well as nurture a positive and respectful learning environment. Conversely, incorrect language usage may confuse, irritate, misread, and disappoint teachers or students, as well as undermine teachers' authority and professionalism. As a result, correct and proper language usage is a crucial component of successful teacher-student communication.

University educators are responsible for preparing students for their future careers, where proper language usage may be crucial for success. Therefore, it is important for university educators to maintain a high standard of language use both in and outside of the classroom. By using correct language, teachers can model the importance of effective communication, critical thinking, and attention to detail. It also helps to build students’ confidence and respect for their teachers, as they are more likely to trust and follow someone who communicates effectively and professionally. Furthermore, as universities become more diverse and multicultural, teachers need to be mindful of their language use to ensure that they are not unintentionally excluding or marginalizing any students based on their language or cultural background.

It is important that university educators constantly pay attention to their language use and make a conscious effort to use the correct language in their teaching. University students are at an age where they are still developing their language skills and may look up to their professors as role models for proper language usage. When students learn some incorrect information “additional time must be spent on helping students unlearn the inaccurate content and learn the accurate content, a task that is not only time-consuming but also challenging” [9]. This is because habits are formed through repetition, and it can be challenging to break those habits and create new ones. The same is with language, so if students develop poor language usage habits it becomes

necessary to allocate extra time toward the process of unlearning the inaccurate content and acquiring the correct information.

Teachers should correct their students' language when necessary. It is important for students to learn and use the correct language in order to communicate effectively and be understood by others. However, the approach to correction should be done in a constructive and positive manner. Teachers should aim to provide feedback and corrections that are helpful, specific, and clear, which focus on the error rather than the student themselves. Teachers should also encourage students to self-correct and ask questions to clarify any misunderstandings. It is also important for teachers to be aware of cultural and linguistic differences and to approach language correction in a sensitive and respectful way. Moreover, using correct language helps to facilitate effective communication and understanding between the teacher and the students. It is important for students and their development for several reasons.

- **Effective communication:** Appropriate language usage ensures effective communication between the teacher and the students. It is the process of exchanging information, thoughts, ideas, and messages between them in a way that is easily understood. It involves clear expression of thoughts, active listening, and mutual understanding. When teachers use accurate and precise language, it helps students to better understand the concepts being taught. It also helps to avoid misunderstandings and misinterpretations of information. Teachers' proper language usage also sets an example for students, encouraging them to use the proper language themselves. This can help improve their communication skills and overall academic performance.
- **Clarity of communication:** When teachers use proper grammar and vocabulary, their communication is more precise and easier for students to comprehend. Clarity of communication is a vital component of good teaching and learning. Teachers may convey their thoughts, instructions, expectations, and comments more clearly and simply when they employ good grammar and vocabulary in their oral and written communication. This makes it easier for students to understand the teachers' messages, as well as the content and objectives of the lessons. Proper grammar and vocabulary also help teachers avoid ambiguity, inconsistency, and mistakes that may confuse or mislead students. In addition, proper grammar and vocabulary demonstrate teachers' mastery and respect for language, as well as their attention to detail and quality. This can boost teachers' credibility and authority while also inspiring students to emulate their language skills.
- **Critical thinking:** Critical thinking skills are the ability to analyze, evaluate, synthesize, and apply information in a logical and rational way. Critical thinking skills help students to solve problems, make decisions, and form their own opinions and judgments. Correct language usage also plays a crucial role in developing critical thinking skills, as language is the main tool for expressing and communicating thoughts. Correct language usage means using appropriate vocabulary, grammar, punctuation, and style for different situations and audiences. It also means avoiding errors, ambiguities, and fallacies that can distort or weaken the message. By using correct language, students can present their arguments clearly and convincingly, as well as understand and critique the arguments of others. Correct language usage also helps students to organize their thoughts and structure their ideas in a coherent and logical way.
- **Academic success:** Language competence is a crucial element that significantly impacts academic

achievement. The ability to employ the rules and conventions of grammar, syntax, punctuation, spelling, and vocabulary in spoken and written language is referred to as the correct use of language. It enables students to communicate their thoughts, opinions, arguments, and findings clearly and effectively. It also enables students to comprehend, analyze, and evaluate the information and ideas presented by teachers and others. The correct use of language can enhance the students' work quality and accuracy, as well as their academic performance and grades. Furthermore, it can develop students' critical thinking, problem-solving, and creative abilities, as well as their confidence and motivation. On the other hand, inaccurate language usage can lead to misunderstandings and misinterpretations of concepts, which can result in poor grades and academic failure. Additionally, academic writing requires a high level of language proficiency, and students who struggle with language usage may find it challenging to express their ideas clearly and effectively in their oral or written assignments.

- Professional development: Language skills are essential for any student who wants to excel in their chosen field of study and work. Strong language skills include the ability to read, write, speak, and listen effectively in different contexts and for different purposes. Students who develop strong language skills are better prepared to communicate their ideas, opinions, arguments, and knowledge to others, as well as to understand and learn from diverse sources of information. Language skills also enable students to interact with people from different backgrounds, cultures, and perspectives, which can enrich their personal and professional growth. Furthermore, language skills can open up new opportunities and challenges for students, such as studying or working abroad, accessing global markets and networks, and contributing to social change and innovation. Therefore, students who develop strong language skills are more likely to succeed in their careers and achieve their goals.

Using correct and appropriate language in teaching, and in general in university classrooms, is crucial for both students and educators to prevent weak communication effectiveness and clarity, and to achieve critical thinking skills, academic success, and professional development.

3. Discussion

Today, university educators face increasing pressure. With the growing competition in the job market, there is a greater demand for higher-quality education that can prepare students for success in their careers. This places pressure on university educators to design and manage more engaging and effective teaching methods and materials, to stay current with the latest technological tools and methods for teaching, and to provide individualized attention and feedback to their students. On the other hand, students today often have high expectations for their education and may expect more personalized attention and feedback from their teachers. This can be challenging for teachers to manage.

The issue of advancing teaching is occupying many authors. As Dewey [20] believed, education should be constantly evolving to meet the needs of a changing society, and teachers should be constantly experimenting with new teaching methods and curricula. Bain [21] argues that the best university educators are those who are able to create "a natural critical learning environment" in which students are encouraged to think deeply, ask questions, and take responsibility for their own education. According to Lang, minor adjustments in teaching

methods can have a significant impact on the learning outcomes of students [22]. Using technology in the classroom should support, rather than replace, face-to-face interactions between students and teachers, and teachers can create a more engaging and effective learning experience for students, states Bowen [23]. Davidson explores how colleges and universities can adapt to better serve the needs of today's students, and universities must shift their focus from "traditional disciplinary silos to interdisciplinary, project-based learning that emphasizes collaboration and problem-solving", in order to prepare students for a rapidly changing world. Felten and Lambert [24] place a high value on developing strong connections between students and teachers, i.e., building relationship-rich classrooms with chances for student feedback, teachers' mentoring, and collaborative learning.

The relationship between teachers and students is important, and teachers should make an effort to improve the quality of their relationships as well as the learning atmosphere in the classroom. According to Martin, who defines responsibility as a "concept of relations," [1] this concept arises in discussions pertaining to causation, a duty of care, authority, and proper execution of tasks. This certainly implies respect from teachers for students, as "the best teachers treat their students with respect. They don't talk down to the students; they talk up" [20]. Respecting students is an important factor in promoting responsibility toward them. Doing something responsibly means doing something with due care and attention and can be contrasted with irresponsible actions, actions that might lead to errors or problems[1].

Overall, the aforementioned viewpoints provide valuable insights and can serve as a catalyst for enhancing various aspects of teaching responsibility. Within the academic environment of a university, educators need to take on a diverse range of responsibilities that encompass multiple domains. The following is just a selection of them:

curriculum development and implementation, student assessment and evaluation, teaching methodologies and strategies, student engagement, developing and maintaining academic standards, integration of technology in teaching, collaboration and team teaching, effective communication with students, colleagues, and stakeholders, maintaining confidentiality and ethical standards, supporting and advocating for student well-being and mental health, addressing and mitigating potential barriers to student success (e.g., financial, personal, academic), incorporating experiential learning opportunities (e.g., internships, co-op placements), engaging in community outreach and service learning opportunities, adhering to university policies and procedures, fostering interdisciplinary collaboration and learning, utilizing active learning techniques in the classroom (e.g., group work, problem-based learning), creating a supportive and collaborative learning environment among students, encouraging lifelong learning and professional development among students, fostering critical thinking and analytical skills among students, supporting student research and publication opportunities, creating and maintaining engaging course materials (e.g., syllabi, assignments, lecture materials), incorporating interdisciplinary perspectives and theories into teaching practices, encouraging collaboration and teamwork among students, developing and maintaining positive relationships with colleagues and staff, ensuring accessibility and inclusivity in all aspects of teaching and learning, and many others.

Each of the listed areas of responsibility, as well as many others, is unquestionably crucial and should not be

deliberately avoided or neglected. Nonetheless, we wish to emphasize that they should all be surrounded by three distinct areas of responsibility: responsibility for encouraging students' curiosity, responsibility for aligning with forthcoming professional demands for students, and the responsibility for language modality used by teachers within the teaching process. The significance of each of the three domains is noteworthy; however, our perspective is that the sequence depicted in Figure 1 indicates a subtle preference among them.

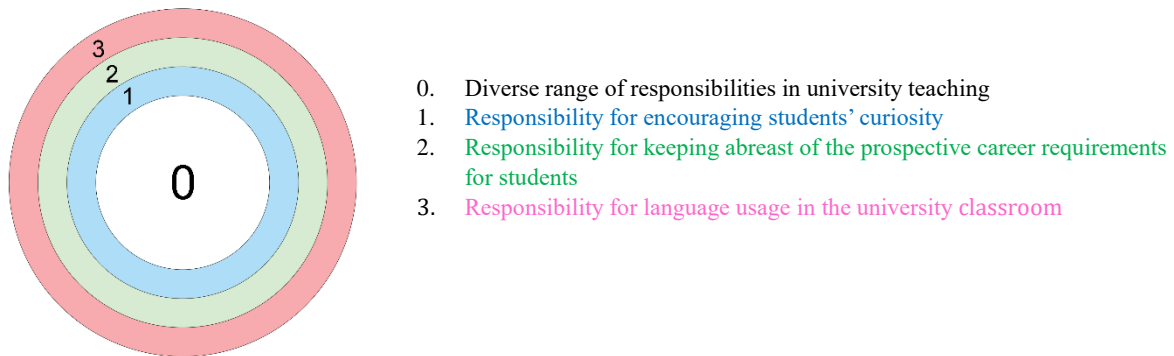


Figure 1: Responsibilities in university teaching

It is vital for university educators to regularly assess their teaching strategies in order to ascertain whether they are sufficiently responsible for adequately preparing their students for future careers. The assessment of teaching strategies includes introspection and evaluation of the methodologies and techniques employed to impart knowledge and competencies to students. This assessment has the potential to assist teachers in recognizing their teaching strengths and shortcomings, enabling them to implement the appropriate modifications to augment their teaching practices and thereby enhance the academic achievement of their students.

The assessment of teaching strategies can take many forms, including student feedback surveys, peer evaluations, and self-reflection. Teachers can also use data analytics tools to evaluate student performance and identify areas where additional support may be needed. By routinely assessing their teaching strategies, university educators can adapt their teaching methods to best meet the needs of their students and ensure that they are providing the most effective education possible.

In the context of broadening their teaching responsibilities, it is imperative that university educators are provided with assistance from their respective departments, faculties, and ultimately the university as a whole. University educators ought to possess a thorough comprehension of the information pertaining to their professional responsibilities. There are various efficacious methods, among others, that can be employed to accomplish this objective, including engagement in networking for sharing and exchanging knowledge, experiences, and insights, dissemination of instructional materials, hosting seminars and symposia, and organizing workshops. However, it is important to emphasise that teachers should not be left to their own devices, but that they can rely on designed and organised support. Given the numerous obligations entailed in their scientific pursuits and teaching duties, it stands to reason that cultivating a heightened sense of responsibility is necessary to be assisted and make it a relatively straightforward endeavor for them. It is

imperative that authoritative bodies within the establishments of higher education acknowledge and support this phenomenon.

4. Conclusion

Everything discussed regarding the three mentioned domains of responsibility for university educators is merely a portion of a broader contemplation of the responsibility that is constantly required. Whilst the perspectives regarding the tripartite domains of responsibility, which are derived from the insights of experts, may appear to be presented in a prescriptive manner, it is not feasible just to memorize or rigidly “chisel” these responsibilities. Despite the abundance of literature and scholarly articles on the subject, their significance lies solely in their ability to positively impact the method teachers interact with their students during lectures.

Although it is spoken here about responsibility in terms of fostering students’ curiosity and taking care of their needs in their future professions and language in teaching, the practice of taking responsibility should be implemented more broadly, too. Thus, this pertains to the attitude university educators assume when faced with the task of teaching. If they put effort into doing that with a higher sense of responsibility, they take ownership of their actions and decisions and are accountable for the outcomes that result. This requires them to be mindful and attentive regarding the potential implications of their actions, make informed decisions, and follow through on their commitments.

University educators can establish trust, credibility, and respect among their students by adopting a more responsible teaching approach, thereby enabling them to achieve their desired objectives with integrity. Assuming the responsibility for the three previously discussed domains, along with the overall task of teaching, ought not to be perceived merely as a time-consuming activity in the teaching process. Rather, it should be seen as a pursuit of enhancement and development in teaching, which may be accomplished through a range of perspectives, approaches, and methodologies that actually demand significant energy and time investment but yield positive results in propelling students’ progress. Finally, it is noteworthy that when university educators commence prioritizing the enhancement of their responsibility in any domain, they emerge as exceptional and motivational examples for their students to follow suit.

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