

STUDY COURSE DESCRIPTION FORM					
Name of the course		Code			
Methodology of Academic Teaching					
Name of the doctoral school		Year /Semester			
Poznan University of Technology Doctoral School		I/1			
Specialty		Type (obligatory, elective):			
-		obligatory			
No. of hours		No. of credits			
Lectures: 10	Classes: -	Laboratories: -			
Seminars: -		2			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> Cycle of study: Third-cycle studies (Polish Qualifications Framework level eight) </td> <td style="width: 33%; vertical-align: top;"> Form of study: Full-time </td> <td style="width: 33%; vertical-align: top;"> Assessment: a written form and an oral presentation of the results of self-work: a schedule and a concept of classes </td> </tr> </table>			Cycle of study: Third-cycle studies (Polish Qualifications Framework level eight)	Form of study: Full-time	Assessment: a written form and an oral presentation of the results of self-work: a schedule and a concept of classes
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Responsible for the course/lecturer: <div style="text-align: center;"> Ewa Badzińska, Ph.D. e-mail: ewa.badzinska@put.poznan.pl phone : +48 61 665 3390 Faculty of Engineering Management Poznan University of Technology Strzelecka street 11, 60-965 Poznan, Poland </div>					
Prerequisites in terms of knowledge, skills and social competencies:					
1	Knowledge: Student has got basic knowledge of social science and teaching didactics in higher educational institutions				
2	Skills: Ability to perceive a lecture (non-linear noting) and to select the appropriate literature / content of the subject based on literature studies				
3	Social competencies: Student is aware of the need to reflect upon one's own and other people's behavior as well as to act in a collaborative way to achieve the goal.				
Objectives of the course: <ol style="list-style-type: none"> 1. Equipping the course participants with basic pedagogical skills for effective teaching in HEI. 2. Acquiring knowledge and skills in teaching strategies, techniques, and activating methods. 3. Practical application of appropriate teaching methods and techniques so that the purpose of the conducted educational classes is achieved. 					
Educational results (Study outcomes)					
Knowledge:					
P8S_WG	A graduate has knowledge about theoretical basis of pedagogy as a science about education.	SzD_W01			
P8S_WG	A graduate knows and understands general and selected specific problems in pedagogy in HEI.	SzD_W01			
P8S_WG	A graduate knows the main teaching strategies, techniques, and activating methods currently developed in teaching didactics.	SzD_W02			

Skills:			
P8S_UK	A graduate has the ability to initiate debates.	SzD_U06	
P8S_UU	A graduate can plan and pursue self-development in teaching didactics and is able to inspire and organize the development of others.	SzD_U010	
P8S_UU	A graduate can efficiently plan classes or groups of classes and teach with the use of modern methods and tools.	SzD_U011	
Social competencies:			
P8S_KK	A graduate is ready to acknowledge the importance of knowledge in solving cognitive and practical problems.	SzD_K03	
P8S_KO	A graduate has the competence to initiate actions in the public interests.	SzD_K05	
P8S_KO	A graduate thinks and acts in an entrepreneurial way.	SzD_K06	
Compulsory literature:			
<ol style="list-style-type: none"> 1. Bates, A. W. & Poole, G. (2003). Effective teaching with technology in higher education: Foundations for success. San Francisco: Jossey-Bass. 2. Jonassen, D.H. & Land, S. M. (Eds.). (2012). Theoretical Foundations of Learning Environments. 2nd Edition. London: Taylor & Francis Ltd. 3. Kolb, A. Y. & Kolb, D. A. (2011). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. In S. J. Armstrong, & C. Fukami (Eds.) Handbook of Management Learning, Education and Development (pp. 42-68). SAGE Publications. 			
Additional literature:			
<ol style="list-style-type: none"> 1. The 6 Most Important Theories of Teaching, https://www.thoughtco.com/theories-of-teaching-4164514 2. Girvan, C., Conneely, C. & Tangney, B. (2016). Extending experiential learning in teacher professional development. Teaching and Teacher Education. Volume 58, pp. 129-139. 			
COURSE DESCRIPTION			
	General issues	Specific issues	No. of hours
1	General didactics	<ul style="list-style-type: none"> • Theoretical foundations of education 	1
2	Didactic (teaching) methods	<ul style="list-style-type: none"> • Verbal methods (one-way communication, interactive communication, knowledge acquisition, self-study) • Exploration methods (independent knowledge acquisition): problem-oriented methods, discussion, exercise-practical methods) • Exhibition and display methods 	2
3	Goals, functions, and forms of teaching	<ul style="list-style-type: none"> • Goals of didactic education and its challenges • Functions: <ol style="list-style-type: none"> a. Familiarizing students with new material, b. Consolidation of acquired knowledge, c. Control and assessment of the level of skills and knowledge acquired. 	1
4	Improving/boosting the learning process	<ul style="list-style-type: none"> • Kolb's Experiential Learning Methods • Experiential learning and the role of reflection • Motivation and interactive tools 	2

5	Elaboration of a schedule and concept of classes	<ul style="list-style-type: none"> • Assumptions and guidelines • Study course description according to European Credit Transfer System 	4
Assessment methods of educational results			
<p><u>Forming evaluation:</u> In the field of lectures based on questions asked during the lecture, which refer to previous lectures on the subject, participation in the discussion.</p> <p><u>Final assessment:</u> The final mark based on a written form and an oral presentation of the results of self-work: elaboration of a schedule and a concept of classes according to the guidelines discussed in the lectures.</p>			
STUDENT'S WORKLOAD			
Activity		Hours	
Participation in lectures		10	
Contact hours with lecturers: consultations		2	
Self-study: literature review, practical case studies		18	
Preparing a schedule and concept of classes		20	
TOTAL		50	
TOTAL NUMBER OF ECTS POINTS FOR THE COURSE		2	