



COURSE DESCRIPTION CARD - SYLLABUS

Course name

METHODOLOGY OF ACADEMIC TEACHING

Course

Proposed by Discipline

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Year/Semester

I/1

Type of studies

Course offered in

Doctoral School

English

Form of study

Requirements

full-time

elective

Number of hours

Lecture

Tutorials

Projects/seminars

6

Number of credit points

1

Lecturers

Responsible for the course/lecturer:

Responsible for the course/lecturer:

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Prerequisites

Knowledge: student has got basic knowledge of social science and teaching didactics in higher educational institutions (HEIs).

Skills: student is able to perceive a lecture (non-linear noting) and to select the appropriate literature / content of the subject based on literature studies.

Social competences: 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.

Course objective

1. Equipping the course participants with transversal skills, including interpersonal communication, critical thinking, initiative, problem solving skills in academic teaching.
2. Acquiring knowledge, experiences and pedagogical skills in teaching strategies, techniques, and student-involving methods.
3. Practical application of appropriate teaching methods and techniques as well as exchange of good teaching practices and mistakes.



Course-related learning outcomes

Knowledge

A PhD student who graduated from doctoral school knows and understands:

1. theoretical basis of pedagogy as a science about education, [SzD_W01]
2. general and selected specific problems in pedagogy in HEI, [SzD_W01]
3. the main teaching strategies, techniques, and activating methods currently developed in teaching didactics. [SzD_W02]

Skills

A PhD student who graduated from doctoral school can:

1. be able to initiate debates, critical thinking, and initiative, [SzD_U06]
2. plan and pursue self-development in teaching didactics and is able to inspire and organize the development of others, [SzD_U10]
3. efficiently plan classes or groups of classes and teach with the use of modern methods and tools, [SzD_U11]

Social competences

A PhD student who graduated from doctoral school is ready to:

1. acknowledge the importance of knowledge in solving cognitive and practical problems, [SzD_K03]
2. initiate actions in the public interests, [SzD_K05]
3. thinks and acts in an entrepreneurial way. [SzD_K06]

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

PQF code	Methods for verification of learning outcomes	Assessment criteria
W01, W02	Knowledge and transversal skills acquired within the subject (lectures and student's own work) will be verified by a written form: a) own elaboration of a course description card (Syllabus) b) preparation of a concept of classes justifying the selection and effectiveness of the chosen didactic methods; In addition, active participation in the problem and conversation lecture will be taken into account.	A written form (a course description card and a concept of classes from the selected course) will be evaluated and scored by points, passing from: 60% of points. Requirements and forms will be given at the first lecture and posted on the eKursy platform.
U06, U10, U11	Active participation in the problem and conversation lecture; sharing of own teaching experiences; interactive collaboration on exchange of good teaching practices.	Discussion on the student's achievements (concept of classes and justification of the chosen teaching methods and tools).



K03, K05, K06	Active participation in the problem and conversation lecture	The final grade can be raised for the student's active participation in discussions.
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Programme content

1. General didactics (theoretical foundations of academic teaching).
2. Principles of the European Credit Transfer System (ECTS) and syllabus development.
3. Overview of the main teaching strategies, techniques and activating methods in academic teaching.
4. Exchange of good teaching practices and examples of ineffective approaches at HEI.

Course topics

1. Overview of teaching methods: 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. Goals, functions, and forms of academic teaching (goals of didactic education and its challenges, functions: familiarizing students with new material, consolidation of acquired knowledge, control and assessment of the level of skills and knowledge acquired).
3. Improving/boosting the learning and teaching process (e.g. Kolb's Experiential Learning Methods, the role of reflection, motivation and interactive tools).
4. Sharing good teaching practices adapted to lectures, tutorials, laboratory classes and projects.
5. Elaboration of a concept of classes from the selected course (assumptions, goals, teaching methods, assessment criteria) and a study course description cards (Syllabus) according to the European Credit Transfer System.

Teaching methods

Lecture: multimedia presentation including illustrations and examples of teaching methods, approaches, strategies, and activating methods. Case studies of application of appropriate teaching methods. Student-centered teaching methods (discussion, team work, assignments, critical thinking, initiative, problem solving).

Bibliography

Basic

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



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.
3. The Power of Metacognition, <https://spencerauthor.com/metacognition/>
4. Bloom's Taxonomy, <http://www areeasofmyexpertise.com/exploring-different-methods-teaching/>

Breakdown of average student's workload

	Hours	ECTS
Total workload	25	1,0
Classes requiring direct contact with the teacher	6	0,0
Doctoral student's own work (literature studies, preparation for lectures, task development, consultations with the teacher) ¹	19	1,0

¹ delete or add other activities as appropriate