COURSE DESCRIPTION CARD - SYLLABUS

Course name
METHODOLOGY OF ACADEMIC TEACHING

Course

Proposed by Discipline
-

Year/Semester
I/1

Type of studies
Doctoral School

Course offered in
English

Form of study
full-time

Requirements
compulsory

Number of hours

Lecture
10

Tutorials

Projects/seminars

Number of credit points

2

Lecturers

Responsible for the course/lecturer:
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Responsible for the course/lecturer:

Prerequisites

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

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

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.

Course objective

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.

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, [P8S_WG/SzD_W01]
2) general and selected specific problems in pedagogy in HEI, [P8S_WG/SzD_W01]
3) the main teaching strategies, techniques, and activating methods currently developed in teaching didactics. [P8S_WG/SzD_W02]

Skills

A PhD student who graduated from doctoral school can:
1) be able to initiate debates, [P8S_UK/SzD_U06]
2) plan and pursue self-development in teaching didactics and is able to inspire and organize the development of others, [P8S_UU/SzD_U010]
3) efficiently plan classes or groups of classes and teach with the use of modern methods and tools. [P8S_UU/SzD_U011]

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, [P8S_KK/SzD_K03]
2) initiate actions in the public interests, [P8S_KO/SzD_K05]
3) thinks and acts in an entrepreneurial way. [P8S_KO/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 acquired within the subject (lectures and self-study) is verified by a written form (own elaboration of a course description card); active participation in the problem and conversation lecture	A written form, (creating a course description card), passing from: 60% of points
U06, U010, U011	Active participation in the problem and conversation lecture; elaboration of a schedule and a concept of classes according to the guidelines discussed in the lectures	An oral presentation of the results of self-work (concept of classes and justification of the selected 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

Programme content

1. General didactics (Theoretical foundations of education).
2. Didactic (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).
3. Goals, functions, and forms of 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).
4. Improving/boosting the learning process (Kolb's Experiental Learning Methods, Experiential learning and the role of reflection, Motivation and interactive tools).
5. Elaboration of a schedule and concept of classes (Assumptions and guidelines, Study course description according to European Credit Transfer System).

Teaching methods

Lecture: multimedia presentation including illustrations and examples.

Bibliography

Basic

1. Bates A. W. & Poole G. (2003). Effective teaching with technology in higher education: Foundations for success. San Francisco: Jossy-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.areasofmyexpertise.com/exploring-different-methods-teaching/

Breakdown of average student's workload

	Hours	ECTS
Total workload	30	2.0
Classes requiring direct contact with the teacher	12	1.0
Student's own work (literature studies, preparation for lectures, task development) [1]	18	1.0

[1] delete or add other activities as appropriate