

**COURSE DESCRIPTION CARD**

<b>Course name</b>	<b>Fundamentals of methodology of teaching at the university level</b>				
<b>Course type</b>	<b>obligatory</b>	<b>Course code</b>	---	<b>ECTS credits</b>	<b>1</b>
<b>Forms and number of hours</b>	<b>lecture: 2h classes: 8h</b>	<b>Scientific discipline</b>	<b>all</b>	<b>Semester</b>	<b>1</b>
<b>Course objectives</b>	<p>Lecture: providing information on the methodology, relevant to the effective functioning of the teacher in the teaching process.</p> <p>Exercises: Acquisition of skills of analysis of the didactic process in higher education, i.e. determination of conditions for effective teaching, description of effective teaching, methods and ways to prepare for all forms of didactic activities, analysis of content from the point of view of learning outcomes. To improve social competences in the area of teacher-student interaction, helpful in the role of a teacher and contributing to student development.</p>				
<b>Course content</b>	<ol style="list-style-type: none"> <li>1. The importance of methodology in effective teaching in higher education and adult self-education;</li> <li>2. Methodology of teaching in social sciences;</li> <li>3. Forms of classes (e.g. lecture, classes) - preparation (structure of the material and selection of content);</li> <li>4. Teaching process (methods of didactic interactions);</li> <li>5. Teaching as a creative process: methods supporting problem solving, teaching and contributing to the creation and expansion of conceptual representations;</li> <li>6. Learning outcomes - selection of outcomes and their verification;</li> <li>7. Diagnosis, control and evaluation of educational results;</li> <li>8. Formation of doctoral student's skills for critical self-assessment and moral reflection;</li> <li>9. Improvement in the dimension of broadly understood teacher-student interactions;</li> <li>10. Coaching and tutoring in education</li> </ol>				
<b>Teaching methods</b>	Lecture and discussion with the audience, classes				
<b>Assessment method</b>	Lecture + Classes: test				
<b>Symbol of learning outcome</b>	<b>Learning outcomes</b>	<b>Reference to the learning outcomes for the field of study for the 8<sup>th</sup> level of Polish Qualification Framework (PRK)</b>	<b>Methods of assessing the learning outcomes</b>		
<b>LO1</b>	PhD student: has knowledge of the methodology of adult education and knows how to use it in the didactic process	SD_W2, SD_U10	Test		
<b>LO2</b>	knows the terms: teaching goal and teaching contents; is able to prepare and give various forms of classes (e.g. lectures, classes) taking into account the goal and content of teaching	SD_W2, SD_U10	Test, Evaluation of the tasks performed during classes		

<b>LO3</b>	knows the concept of learning outcomes; is able to verbalize outcomes and analyse learning content from the perspective of outcomes	SD_W2, SD_U10	Test, Evaluation of the tasks performed during classes
<b>LO4</b>	knows techniques supporting teaching (stimulating creative thinking); is able to use them in the didactic process	SD_W2, SD_U10	Test, Evaluation of the tasks performed during classes
<b>LO5</b>	knows the principles of diagnosis, control and evaluation of educational results; is able to apply them taking into account ethical criteria and standards of teacher-student interaction	SD_W6, SD_U2, SD_K1	Test, Evaluation of the tasks performed during classes

<b>Student workload (in hours)</b>	
<b>Lecture / classes</b>	2 / 8
<b>Consultations</b>	1
<b>The unassisted student work</b>	9
<b>Implementation of project tasks and preparation for and participation in exams/tests</b>	5
<b>Total</b>	<b>25</b>
<b>ECTS credits</b>	<b>1</b>

<b>Basic references</b>	<ol style="list-style-type: none"> <li>1. N.S. Bidabadi, A.N. Isfahani, A. Rouhollahi, R. Khalili, <i>Effective Teaching Methods in Higher Education: Requirements and Barriers</i>, "J Adv Med Educ Prof." 2016, 4(4), s.170–178; <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5065908/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5065908/</a></li> <li>2. SH. Shim, <i>A philosophical investigation of the role of teacher: A synthesis of Plato, Confucius, blubber and Freire</i>, "Teaching and Teacher Education" 2008, 24(3), s. 515–35</li> <li>3. A. Anderson, <i>The European project semester: A useful teaching method in engineering education project approaches to learning in engineering education</i>, "Journal of Engineering Education" 2012, 8, s. 15–28</li> <li>4. R.B. Adler, L.B. Rosenfeld, R.F. Proctor, <i>Interplay: The Process of Interpersonal Communication</i>, Oxford University Press, 12th Edition, USA 2012</li> <li>5. J. Grzesiak (red.), <i>Ewaluacja i innowacje w edukacji. Ewaluacja w dialogu – dialog w ewaluacji</i>, Wydział Pedagogiczno-Artystyczny UAM, Kalisz, PWSZ, Konin 2010</li> </ol>
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<b>Supplementary references</b>	<ol style="list-style-type: none"><li>1. D.P. Goleman, <i>Emotional intelligence</i>, BANTAM TRADE, 2005</li><li>2. M. Atkinson, R.T., Choisis, <i>Inner Dynamics of Coaching</i>, Paperback, 2012</li><li>3. K. Kruszewski (red.), <i>Sztuka nauczania: podręcznik dla studentów kierunków nauczycielskich</i>, PWN, Warszawa 2007</li></ol>
<b>Author of the programme</b>	Joanna Szydło, PhD
<b>Date of issuing the programme</b>	<b>26.02.2021</b>