

**A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2023 TO 2027**

| GENERAL INFORMATION ABOUT COURSE | | | | |
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| Course title | Professional practice | | | |
| Name of the unit running the course | Doctoral School at University of Rzeszów | | | |
| Type of course (<i>obligatory, optional</i>) | obligatory | | | |
| Year and semester of studies | Year I-IV, semester II-VII | | | |
| Discipline | General course for all disciplines | | | |
| Language of Course | Polish | | | |
| Name of Course coordinator | Maciej Wnuk, Ph.D. D. Sc. Associate professor | | | |
| Name of Course lecturer | Maciej Wnuk, Ph.D. D. Sc. Associate professor | | | |
| Prerequisites | In-depth theoretical and practical knowledge of the scientific discipline according to the topic of didactic courses | | | |
| BRIEF DESCRIPTION OF COURSE (100-200 words) | | | | |
| <p>The aim of the course is to broaden the Ph.D. student's knowledge related to aspects of university didactics in order to apply them in practice to solving problems posed by students. In addition, during the course, the doctoral student's skills are improved to use the acquired knowledge in practice, in the field of planning, implementation, control, and evaluation of the course and effects of the education process through the selection of appropriate methods, means, and forms of organization of didactic classes. The doctoral student also acquires social competences in the field of continuous improvement of the didactic workshop through the independent search for new content and forms of its attractive message for students. During the internship, the doctoral student also learns to prepare didactic materials in the form of written instructions, as well as graphically. Learns the practical rules of training / instructional presentations for students</p> | | | | |
| COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES | | | | |
| Learning outcome | The description of the learning outcome defined for the course | Relation to the degree programme outcomes (symbol) | Learning Format (Lectures, classes,...) | Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project, etc.). |
| Knowledge (no.) | | | | |
| P.W1 | Ph.D. student has knowledge of techniques and methods useful for conveying scientific content | P8S-WG/4 | classes | Preparation of the syllabus / instruction for the course |
| Skills (no.) | | | | |
| P.U1 | The PhD student has interdisciplinary knowledge in the field of using it to develop methods of didactics in higher education system. | P8S_UU/1 P8S_UU/2 | classes | Preparation of the syllabus / instruction for the course |
| P.U2 | The Ph.D. student is able to update his knowledge, deepen his competence in teaching work with students | P8S_UU/3 | classes | Preparation of the syllabus / instruction for the course |
| P.U3 | The Ph.D. student is able to communicate with students in accordance with the | P8S-UK/4 | classes | Discussion |

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| | appropriate terminology for the discipline in which the classes are conducted | | | | | |
| P.U3 | Ph.D. student can prepare didactic presentations | P8S-UK/4 | classes | | | Oral presentation / class materials |
| P.U4 | PhD students can conduct classes using remote communication techniques or other modern tools | P8S-UU/2 | classes | | | Preparation of the syllabus / instruction for the course |
| Social competence (no.) | | | | | | |
| P.KS1 | The PhD student can inspire other students to acquire knowledge based on reliable scientific sources. | P8S-KK/3 | classes | | | Preparation of the syllabus Discussion |
| P.KS2 | The PhD student stimulates the development of students to be creative in solving scientific and social problems | P8S-KO/1 | classes | | | Preparation of the syllabus Discussion |
| LEARNING FORMAT – NUMBER OF HOURS | | | | | | |
| Semester (no.) | Lectures | Seminars | Lab Classes | Internships | others | ECTS |
| II - VII | — | — | — | 90 | — | 12 |
| METHODS OF INSTRUCTION | | | | | | |
| <p><i>E.G, LECTURE: A PROBLEM-SOLVING LECTURE/A LECTURE SUPPORTED BY A MULTIMEDIA PRESENTATION/ DISTANCE LEARNING CLASSES: TEXT ANALYSIS AND DISCUSSION/PROJECT WORK (RESEARCH PROJECT, IMPLEMENTATION PROJECT, PRACTICAL PROJECT)/ GROUP WORK (PROBLEM SOLVING, CASE STUDY, DISCUSSION)/DIDACTIC GAMES/ DISTANCE LEARNING LABORATORY CLASSES: DESIGNING AND CONDUCTING EXPERIMENTS)</i></p> <p>Discussion, lecture, practical classes</p> | | | | | | |
| COURSE CONTENT | | | | | | |
| <p>Lectures/ Seminars/Seminars / Lab classes/ others:</p> <ul style="list-style-type: none"> - Preparation of the course syllabus; - Preparation of instruction for classes - Application of appropriate methods, means, and forms of organization when designing the educational situation in work with students - conducting classes with students | | | | | | |
| COURSE ASSESSMENT CRITERIA | | | | | | |
| Preparation of the syllabus, preparation of the outline of classes, implementation of the number of teaching hours specified in the educational program, writing a journal of professional practice | | | | | | |
| TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS | | | | | | |
| Activity | | | Number of hours | | | |
| Scheduled course contact hours | | | 90 | | | |
| Other contact hours involving the teacher (consultation hours, examinations) | | | — | | | |

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| Non-contact hours - students' own work (preparation for classes or examinations, project, etc.) | 70 |
| Total number of hours | 160 |
| Total number of ECTS credits | 12 |

INSTRUCTIONAL MATERIALS

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| Compulsory literature: | <ol style="list-style-type: none"> 1. Bereźnicki F., Zagadnienia dydaktyki szkoły wyższej, WSH TWP, Szczecin 2009. 2. Denek K., Uniwersytet w perspektywie społeczeństwa wiedzy. Dydaktyka akademicka i jej efekty, WSPiA, Poznań 2011. 3. Karpińska A., Wróblewska W., Kowalczyk K. (red.), W kierunku edukacji akademickiej zorientowanej na studenta, Wyd. Adam Marszałek, Toruń 2016. |
| Complementary literature: | <ol style="list-style-type: none"> 1. Kraśniewski A., Proces Boloński – to już 10 lat, Fundacja Rozwoju Systemu Edukacji, Warszawa 2009. 2. Cognitive Perspectives on Peer Learning, A.M. O'Donnel, A. King (ed.), Routledge, NewYork-London 2009. Dostępna na stronie https://books.google.pl 3. Barr R. B., Tagg J., From Teaching to Learning. A new Paradigm for Undergraduate Education, artykuł dostępny na stronie(http://www.athens.edu/visitors/QEP/Barr_and_Tagg_article.pdf) |