

**A COURSE SYLLABUS – DOCTORAL SCHOOL**  
REGARDING THE QUALIFICATION CYCLE FROM 2021 TO 2022

<b>GENERAL INFORMATION ABOUT COURSE</b>				
Course title	<b>Higher education teaching</b>			
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	I <sup>st</sup> Year, II <sup>nd</sup> semester			
Discipline	General discipline			
Language of Course	Polish / English			
Name of Course coordinator	PhD Wojciech Walat Associate Professor			
Name of Course lecturer	PhD Wojciech Walat Associate Professor			
Prerequisites	General socio-cultural preparation			
<b>BRIEF DESCRIPTION OF COURSE</b> (100-200 words)				
<p>Higher education teaching is a general discipline that gives doctoral students - in the future academic teachers – theoretical and practical preparation to conduct all kinds of classes. In its content, it takes into account not only methodological preparation (answering the question how to conduct a given activity?), But also explains the basic mechanisms of adult learning. During his studies, the doctoral student has the opportunity to master the skills of using knowledge in the field of: philosophy of education, psychological foundations of learning, sociology of education and educational policy (standardization of learning outcomes). In terms of social competences, the doctoral student will focus on developing an attitude of openness and objectivity in the work of an academic teacher.</p>				
<b>COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES</b>				
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,...)
<b>Knowledge (no.)</b>				
1.	To the extent enabling a revision of the existing paradigms - global achievements, covering theoretical foundations as well as general issues and selected specific issues - appropriate for a scientific or artistic discipline	P8S-WG/1	Lect.	participation in discussions during and in the summary of lectures
<b>Skills (no.)</b>				
1.	Initiate a debate	P8S-UK/3	Seminars	verification of the prepared debate draft
2.	Plan and act for your own development as well as inspire and organize the development of other people	P8S-UU/1	Seminars	verification developing a plan for the development of an academic teacher's own competences

3.	Plan classes or groups of classes and carry them out with the use of modern tools and methods	P8S-UU/2	Seminars	verification of the prepared project of classes		
<b>Social competence (no.)</b>						
1.	Recognize the importance of knowledge in solving cognitive and practical problems	P8S-KK/3	Seminars	reference of own design solutions to literature		
2.	Fulfilling the social responsibilities of researchers and creators	P8S-KO/1	Seminars	timely and reliable development of projects		
<b>LEARNING FORMAT – NUMBER OF HOURS</b>						
Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
II	5	15	---	---	---	0
<b>METHODS OF INSTRUCTION</b>						
1) A lecture with a problem structure						
2) Exercises - a seminar discussion based on the presentation of own didactic projects						
<b>COURSE CONTENT</b>						
<p><b>1. Lectures/Seminars:</b></p> <ul style="list-style-type: none"> <li>- Psychological portraits of a man and the main pedagogical theories - indications for higher education.</li> <li>- The importance of the main pedagogical theories for higher education.</li> </ul> <p><b>2. Seminars / <del>Lab classes</del> / others:</b></p> <ul style="list-style-type: none"> <li>- Traditional versus modern teaching and learning in higher education (what is studying?).</li> <li>- Lecture at a university (how to activate students during the lecture?).</li> <li>- Exercises, laboratories and other forms of teaching and learning of students in higher education (how to get to know through self-activity?).</li> <li>- Methodological basics of conducting BA and MA seminars at a university (how to write a thesis?).</li> <li>- Verification of student learning outcomes (how to check students' knowledge, skills and competences?)</li> </ul>						
<b>COURSE ASSESSMENT CRITERIA</b>						
1) Lectures: development of own conceptual combinations of the main psychological and pedagogical theories of learning at a university;						
2) Exercises:						
5.0 = preparation of two teaching projects in the given thematic areas and their presentation in the form of a debate;						
4.0 = preparation of one didactic project in the given thematic areas and their presentation in the form of a debate;						
3.0 = active participation in debates presenting design solutions.						
<b>TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS</b>						
Activity	Number of hours					
Scheduled course contact hours	15					
Other contact hours involving the teacher (consultation hours, examinations)	-----					

Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	15
<b>Total number of hours</b>	30
<b>Total number of ECTS credits</b>	0
<b>INSTRUCTIONAL MATERIALS</b>	
Compulsory literature:	Bereźnicki F, <i>Didactics in higher education</i> . Szczecin 2009. Lib W., Walat W., <i>Theoretical foundations of general education. Handbook for future teachers and students of pedagogy</i> . Ed. UR, Rzeszów 2021.
Complementary literature:	Białek K., Cyran K, <i>Active didactic methods - subjective compendium [in:] An excellent lecturer</i> . Ed. A. Rozmus. Warsaw 2013. Pólturzycki J., <i>Anxiety about didactics</i> . ITE, Warsaw-Radom 2014. Walat W., <i>Educational situations with the textbook in the background</i> . Ed. UR, in print.