# A COURSE SYLLABUS – DOCTORAL SCHOOL
## REGARDING THE QUALIFICATION CYCLE FROM 2022 TO 2026

| GENERAL INFORMATION ABOUT COURSE | |
|---|---|
| Course title | **Higher education teaching** |
| Name of the unit running the course | Doctoral School at University of Rzeszów |
| Type of course *(obligatory, optional)* | obligatory |
| Year and semester of studies | 2022/2023 I-st Year, I-st 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 |

| BRIEF DESCRIPTION OF COURSE (100-200 words) |
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| 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. |

| 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,…) |
| **Knowledge (no.)** | **(Knows and understands)** | | | |
| W-1 | The scope and depth of basic pedagogical, psychological and social concepts of human learning | P8S-WG4 | Seminar | Participation in discussions during and in the summary of the seminars |
| **Skills (no.)** | **(Able to)** | | | |
| U-1 | Learn - plan your own development and development of other people, in particular: independently plan and systematically act for your own development based on current interdisciplinary knowledge in order to expand and deepen competences and inspire the development of other people. | P8S-UU1 P8S-UU3 | Seminar | An oral statement based on a developed plan for the development of an academic teacher's own competences |
| U-2 | Learn - plan your own development and the | P8S-UU2 | Seminar | Oral statement |

| | development of other people, in particular: plan classes or groups of classes and carry them out using modern tools and methods. | | | | based on the prepared project of sample classes |
|---|---|---|---|---|---|
| **Social competence (no.)** | **(Ready to)** | | | | |
| K-1 | evaluation - a critical approach, that is, recognizing the importance of knowledge in solving cognitive and practical problems | P8S-KK/3 | Seminar | | Oral statement containing the reference of own design solutions to the literature |
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| | | | | | |

## LEARNING FORMAT – NUMBER OF HOURS

| Semester (no.) | Lectures | Seminars | Lab classes | Internships | others | ECTS |
|---|---|---|---|---|---|---|
| | | 15 | | | | 2 |

## METHODS OF INSTRUCTION

1) Seminar with a problem structure.
2) Seminar discussion based on the presentation of own didactic projects.

## COURSE CONTENT

1) Psychological portraits of a human being and the main pedagogical theories - indications for university education.
2) Traditional versus modern teaching and learning in higher education (what is studying?).
3) Lecture at a university (how to activate students during the lecture?).
4) Exercises, laboratories and other forms of teaching and learning by university students (how to get to know through self-activity?).
5) Methodological basics of conducting BA and MA seminars at a university (how to write a thesis?).
6) Verification of students 'learning outcomes (how to check students' knowledge, skills and competences?).

## COURSE ASSESSMENT CRITERIA

Active participation in seminars
5.0 = oral statement on the basis of two prepared didactic projects in the given thematic areas and their presentation in the form of a debate;
4.0 = oral statement on the basis of a prepared 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.

## 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 | 15 |
| Other contact hours involving the teacher (consultation hours, examinations) | |

| Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.) | 35 |
|---|---|
| **Total number of hours** | 50 |
| **Total number of ECTS credits** | 2 |

| INSTRUCTIONAL MATERIALS | |
|---|---|
| Compulsory literature: | Bereźnicki F, *Zagadnienia dydaktyki szkoły wyższej*. Szczecin 2009. Lib W., Walat W., *Teoretyczne podstawy kształcenia ogólnego. Podręcznik dla przyszłych nauczycieli i studentów pedagogiki*. Wyd. UR, Rzeszów 2021. |
| Complementary literature: | Białek K., Cyran K, *Aktywne metody dydaktyczne – subiektywne kompendium* [w:] *Wykładowca doskonały*. Red. A. Rozmus. Warszawa 2013. Hattie J., *Visible Learning for Teachers: Maximizing Impact on Learning*, Routledge, London–New York 2012. Półturzycki J., *Niepokój o dydaktykę*. ITE, Warszawa-Radom 2014. Walat W., *Sytuacje edukacyjne z podręcznikiem w tle*. Wyd. UR, Rzeszów 2022. |

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Date and signature of the Course lecturer

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Approved by the Head of the Department or an authorised person