DOCTORAL SCHOOL OF WROCŁAW UNIVERSITY OF SCIENCE AND TECHNOLOGY

SUPERVISOR/TEAM/ DECLARING/CONDUCTING COURSE:
THE SCIENTIFIC AND DIDACTIC TEAM SUPERVISED BY PHD EMILIA MAZUREK
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
SCIENTIFIC DISCIPLINE: *not applicable*

COURSE CARD

Course name in Polish: DYDAKTYKA SZKOŁY WYŻSZEJ CZ. II
Course name in English: DIDACTICS OF HIGHER EDUCATION– PART II
Course language Polish / English*
University-wide general course type*:
The course is intended for all PhD students: YES / NO
1) BASIC COURSE
2) SPECIALIST COURSE
3) SEMINAR
4) HUMANISTIC COURSE
5) LANGUAGE

Subject code: DHQ100285W

* delete as applicable

	Lecture	Foreign language course	Seminar	Mixed forms
Number of hours of organized classes in university (ZZU)				60
Grading	Exam	Exam	Oral presentation	Exam, ~~evaluation classes~~

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES
Knowledge, skills and social competences in the area covered by the curriculum of course: Didactics of Higher Education - Part I.

COURSE OBJECTIVES

C1 Presenting the major characteristics of transformation in the field of higher education and research in Poland after 1989, as well as the impact of the changes on the academic teacher's role and tasks.
C2 Developing and improving the skills of planning classes or group of classes, as well as teach students using modern methods and tools.
C3 Developing the ability to self-development.
C4 Developing the ability to support others in development.
C5 Providing students with knowledge useful in solving moral dilemmas in teaching.
C6 Presenting the knowledge about interpersonal relations and the role of correct communication between teacher and student.
C7 Developing the skills to proper use of the speech apparatus in the teacher's work.

DOCTORAL SCHOOL OF WROCŁAW UNIVERSITY OF SCIENCE AND TECHNOLOGY

PROGRAM CONTENTS

Form of classes – mixed forms (mix)		Number of hours
DIDACTICS OF HIGHER EDUCATION		
Mix1-2	Creating an environment conducive to effective teaching / learning - methodological aspects.	4
Mix2	Experiential learning theory (David Kolb's Learning Cycle).	2
Mix4-7	Modern methods of teaching and their using in higher education. Designing the teaching process.	8
Mix8	Summary.	1
GROUP PROCESSES IN DIDACTICS		
Mix9	Team building.	2
Mix10	Team conflict.	2
Mix11	Creative team work and problem solving.	2
INTERPERSONAL COMMUNICATION IN DIDACTICS		
Mix12	Communication and understanding.	2
Mix13	Public presentations. Preparation and structure.	2
Mix14	Public presentations. Practice.	2
ETHICS IN RESEARCH AND DIDACTICS		
Mix15	Rules of etiquette for academic.	1
Mix16	Features of professional ethics.	1
Mix17	Good and bad practices at the universities.	1
Mix18	University codes of condact- the structure, functions, the problem of "efficiency".	1
Mix19	Ethical principles of quotations.	1
Mix20	Ethical aspects of technological development.	
INTELLECTUAL PROPERTY PROTECTION		
Mix21	Sources of law (including the Act on Higher Education, the Act on Copyright and Related Rights, the Act on Industrial Property Law). The basics of intellectual property within the meaning of the Act on Copyright and Related Rights and the Act on Industrial Property Law.	2
Mix22	Basics of copyright. Right to quote. Plagiarism and autoplagiarism.	2
Mix23	Basics of intellectual property - by civil law (including the act on copyright and related rights and the act on industrial property law) and criminal law.	2
POLICY OF HIGHER EDUCATION AND RESEARCH - CHANGES AND CHALLENGES		
Mix24-25	Strategy for the development of higher education in Poland.	4
Mix26	Science, technology and policy of scientific research. The Law on Higher Education 2.0 - Constitution for Science.	2
VOICE EMISSION		
Mix27	Construction of the speech apparatus. Hygiene and safety in the use of voice. The effects of an incorrect voice emission.	2
Mix28-33	Prevention of voice emission - practical aspects for academic teachers.	12
Mix34	Summary.	1
	Total hours	**60**

DOCTORAL SCHOOL OF WROCŁAW UNIVERSITY OF SCIENCE AND TECHNOLOGY

TEACHING TOOLS USED
N1. Interactive lecture with multimedia presentation
N2. Discussion
N3. Brainstorm
N4. Exercises
N5. Presentation
N6. Own student's work
N7. Case study
N8. Role playing

ACHIEVED SUBJECT LEARNING OUTCOMES		
Type of learning outcome	Code of learning outcome	Assessment of learning outcome
Skills	P8S_UU	Participation in discussion and exercises
Skills	P8S_UU	Oral exam

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

[1] Argyle M., *Psychologia stosunków międzyludzkich*, Państwowe Wydawnictwo Naukowe, Warszawa 1991.

[2] Bugaj J., *Uniwersyteckie strategie rozwoju zawodowego nauczycieli akademickich w Polsce,* Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2016.

[3] Cialdini R., *Wywieranie wpływu na ludzi. Teoria i praktyka*, GWP, Gdańsk 1994.

[4] Ciczkowicz W., *Wartości moralne nauczyciela akademickiego*, „Pedagogika Szkoły Wyższej" 1996, nr 7.

[5] Goćkowski J., *Autorytety świata uczonych*, Warszawa 1984.

[6] Harwas-Napierała B., Komunikacja interpersonalna w rodzinie, Poznań 2006.

[7] Knowles M. S., Holton E. F., Swanson R. A., *Edukacja dorosłych. Podręcznik akademicki*, PWN, Warszawa 2009.

[8] Kostera M., Rosiak A., Nauczyciel akademicki, GWP, Gdańsk, 2008.

[9] Kruszewski K. (red.), *Sztuka nauczania. Czynności nauczyciela*, PWN, Warszawa 2004.

[10] Kwiek M., *Changing European Academics. A Comparative Study of Social Stratification, Work Patterns and Research Productivity,* Routledge, London and New York 2018.

[11] Kwiek M., *Transformacje Uniwersytetu. Zmiany instytucjonalne i ewolucje polityki edukacyjnej w Europie*, Wydawnictwo UAM, Poznań 2010.

[12] Kwiek M., *Marketization, Privatization, and DdecliningDemographics: TheirImpact on Polish HigherEducation*. "International Studies in Education", 2013, nr 13.

[13] Matlakiewicz A., Solarczyk-Szwec H., *Dorośli uczą się inaczej. Andragogiczne podstawy kształcenia ustawicznego*, Wydawnictwo CKU, Toruń, 2005.

[14] Sajdak A., *Paradygmaty kształcenia studentów i wspierania rozwoju nauczycieli akademickich. Teoretyczne podstawy dydaktyki akademickiej*, Oficyna Wydawnicza Impuls, Kraków 2013.

[15] Strelau J. (red.), *Psychologia. Podręcznik akademicki*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2013, T. 1-2.

[16] Sujak E., *ABC psychologii komunikacji*, Kraków 2007.

[17]   Wojciszke B., *Człowiek wśród ludzi. Zarys psychologii społecznej, W*ydawnictwo Naukowe „Scholar", Warszawa 2002.

SECONDARY LITERATURE:

[18]   Brzezińska A., *Psychologiczne portrety człowieka. Praktyczna psychologia rozwojowa*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2006.
[19]   Petty G., *Nowoczesne nauczanie. Praktyczne wskazówki i techniki dla nauczycieli, wykładowców i szkoleniowców,* Gdańskie Wydawnictwo Psychologiczne, Sopot 2010.
[20]   Zatka N., *Etyka nauczyciela akademickiego*, „Forum Akademickie" 2011, nr 5.

SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)

PhD Emilia Mazurek, e-mail: emilia.mazurek@pwr.edu.pl

The course is conducted by the Scientific and Didactic Team:
dr hab. Zdzisław Ilski, prof. uczelni, e-mail: zdzislaw.ilski@pwr.edu.pl
dr Emilia Mazurek, e-mail: emilia.mazurek@pwr.edu.pl
dr Joanna Szymańska, joanna.szymanska@pwr.edu.pl
dr Katarzyna Zahorodna, katarzyna.zahorodna@pwr.edu.pl
dr Łukasz Mścisławski, e-mail: lukasz.mscislawski@pwr.edu.pl
mgr Malwina Łuszkiewicz, e-mail: malwina.luszkiewicz@pwr.edu.pl
dr Monika Gruszczyńska, e-mail: monika.gruszczynska@pwr.edu.pl