

**DOCTORAL SCHOOL OF WROCLAW UNIVERSITY OF SCIENCE AND
TECHNOLOGY**

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

COURSE CARD

Course name in Polish: DYDAKTYKA SZKOŁY WYŻSZEJ CZ. I

Course name in English: DIDACTICS OF HIGHER EDUCATION – PART I

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: DHQ100216W

* delete as applicable

	Lecture	Foreign language course	Seminar	Mixed forms
Number of hours of organized classes in university (ZZU)				45
Grading	Exam	Exam	Oral presentation	Exam, evaluation classes

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES

Basic knowledge of the areas of humanities and social sciences

COURSE OBJECTIVES

- C1 Introducing to the genesis and theoretical basics of didactics of higher education.
- C2 Presenting the conditions of adult development, especially in emotional, cognitive and social sphere.
- C3 Presenting the role and tasks of an academic teacher.
- C4 Developing and improving the skills of planning classes or group of classes, as well as teach students using modern methods and tools.
- C5 Developing the ability to self-development.
- C6 Developing the ability to support others in development.
- C7 Improving social competences useful in an academic teacher's work.

**DOCTORAL SCHOOL OF WROCLAW UNIVERSITY OF SCIENCE AND
TECHNOLOGY**

PROGRAM CONTENTS

Form of classes – mixed forms (mix)		Number of hours
SELECTED ISSUES OF ANDRAGOGY		
Mix1	Adulthood as a key conceptual category of andragogy. Lifelong learning.	2
Mix2	Neurobiological basis of the learning process.	2
Mix3	Social responsibility of an adults' teacher.	2
Mix4	Processes in the group and education.	2
Mix5	Labeling and stigmatization in adult education. Special educational needs.	2
DIDACTICS OF HIGHER EDUCATION		
Mix6	The competences and authority of a university teacher.	2
Mix7	Teaching objectives. Learning outcomes.	2
Mix8	Classic and modern teaching methods.	2
Mix9-10	Designing the teaching process including classic and modern teaching methods.	4
Mix11	Didactic measurement.	1
Mix12-13	Difficult situations in teaching practice.	4
PSYCHOLOGY OF ADULT DEVELOPMENT		
Mix14	Human development. Early and middle adulthood.	2
Mix15	Developmental tasks in adulthood: work and family (burnout, work-life balance).	2
Mix16	Psychical crisis.	2
Mix17	Mental well-being.	2
Mix18	Mind and learning (elements of creativity training).	2
SOCIAL COMPETENCES OF AN ACADEMIC TEACHER		
Mix19	Self-presentation.	2
Mix20	Emotional intelligence. Empathy.	2
Mix21	Anger and other emotions and coping mechanisms.	2
Mix22	Conflicts and how to cope with them.	2
Mix23	Group work process in education.	2
Total hours		45

TEACHING TOOLS USED

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

**DOCTORAL SCHOOL OF WROCLAW UNIVERSITY OF SCIENCE AND
TECHNOLOGY**

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	Written exam

PRIMARY AND SECONDARY LITERATURE
<p><u>PRIMARY LITERATURE:</u></p> <p>[1] Argyle M., <i>Psychologia stosunków międzyludzkich</i>, Państwowe Wydawnictwo Naukowe, Warszawa 1991.</p> <p>[2] Bugaj J., <i>Uniwersyteckie strategie rozwoju zawodowego nauczycieli akademickich w Polsce</i>, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2016.</p> <p>[3] Cialdini R., <i>Wywieranie wpływu na ludzi. Teoria i praktyka</i>, GWP, Gdańsk 1994.</p> <p>[4] Harwas - Napierała B., Trempała J. (red.), <i>Psychologia rozwoju człowieka</i>, t. 2, Warszawa 2002.</p> <p>[5] Knowles M. S., Holton E. F., Swanson R. A., <i>Edukacja dorosłych. Podręcznik akademicki</i>, PWN, Warszawa 2009.</p> <p>[6] Koziński J., <i>Koncepcje psychologiczne człowieka</i>, Wydawnictwo Akademickie Żak, Warszawa 2002.</p> <p>[7] Kruszewski K. (red.), <i>Sztuka nauczania. Czynności nauczyciela</i>, PWN, Warszawa 2004.</p> <p>[8] Kwiek M., <i>Changing European Academics. A Comparative Study of Social Stratification, Work Patterns and Research Productivity</i>, Routledge, London and New York 2018.</p> <p>[9] Kwiek M., <i>Kariera akademicka w Europie: niestabilność w warunkach systemowej konkurencji</i>, „Nauka i Szkolnictwo Wyższe”, 2016, 1(47).</p> <p>[10] Malewski M., <i>Dorosłość – kłopotliwa kategoria andragogiki</i>, „Teraźniejszość – Człowiek – Edukacja”, 2013, Nr 3(63).</p> <p>[11] Malewski M., <i>Modele pracy edukacyjnej z dorosłymi</i>, „Teraźniejszość. Człowiek. Edukacja”, 2000, nr 1.</p> <p>[12] Malewski M., <i>Od nauczania do uczenia się. O paradygmatycznej zmianie w andragogice</i>, Wyd. Naukowe DSW, Wrocław 2010.</p> <p>[13] Marianowska A., <i>Pomiędzy adolescencją a dorosłością – koncepcja emerging adulthood</i> Jeffrey J. Arnetta, „Edukacja Dorosłych”, 2013.</p> <p>[14] Sajdak A., <i>Paradymaty kształcenia studentów i wspierania rozwoju nauczycieli akademickich. Teoretyczne podstawy dydaktyki akademickiej</i>, Oficyna Wydawnicza Impuls, Kraków 2013.</p> <p>[15] Strelau J. (red.), <i>Psychologia. Podręcznik akademicki</i>, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2013, T. 1-2.</p> <p>[16] Wojciszke B., <i>Człowiek wśród ludzi. Zarys psychologii społecznej</i>, Wydawnictwo Naukowe „Scholar”, Warszawa 2002.</p> <p><u>SECONDARY LITERATURE:</u></p> <p>[1] Bee H., <i>Psychologia rozwoju człowieka</i>, Wyd. Zysk i S-ka, Poznań 2004.</p> <p>[2] Brzezińska A., <i>Psychologiczne portrety człowieka. Praktyczna psychologia rozwojowa</i>, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2006.</p> <p>[3] Oleś P., <i>Wprowadzenie do psychologii osobowości</i>, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2004.</p>

**DOCTORAL SCHOOL OF WROCLAW UNIVERSITY OF SCIENCE AND
TECHNOLOGY**

- [4] Petty G., *Nowoczesne nauczanie. Praktyczne wskazówki i techniki dla nauczycieli, wykładowców i szkoleniowców*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2010.
- [5] Śliwerski B., *Myśleć jak pedagog*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2010.

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

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

The course is conducted by the team:

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

PhD Joanna Szymańska, joanna.szymanska@pwr.edu.pl

PhD Katarzyna Zahorodna, katarzyna.zahorodna@pwr.edu.pl