



COURSE CARD

1. Basic information

Course name in English:	Teaching skills	
Course name in Polish:	Umiejętności dydaktyczne	
Number of hours:	15	
Type of course:	Elective course	
Form of course:	mixed forms (combination of lecture, seminar and laboratory)	
Code of course:		
Course leader:	Malwina Łuszkiewicz	
Faculty of the course leader:	W8 Faculty of Management	
Email address of the course leader:	Malwina.luszkiewicz@pwr.edu.pl	
Scientific discipline(s) assigned to the course (doctoral students representing the marked disciplines can participate in the course):	Architecture and urban planning	<input checked="" type="checkbox"/>
	Automation, electronic, electrical engineering and space technologies	<input checked="" type="checkbox"/>
	Information and communication technology	<input checked="" type="checkbox"/>
	Biomedical engineering	<input checked="" type="checkbox"/>
	Chemical engineering	<input checked="" type="checkbox"/>
	Civil engineering, geodesy and transport	<input checked="" type="checkbox"/>
	Materials engineering	<input checked="" type="checkbox"/>
	Mechanical engineering	<input checked="" type="checkbox"/>
	Environmental engineering, mining, and energy	<input checked="" type="checkbox"/>
	Mathematics	<input checked="" type="checkbox"/>
	Chemical sciences	<input checked="" type="checkbox"/>
	Physical sciences	<input checked="" type="checkbox"/>
	Management and quality studies	<input checked="" type="checkbox"/>

2. Objectives

C1 Familiarizing students with selected theoretical findings of andragogy and didactics of higher education.

C2 Familiarizing students with the basic knowledge of intellectual property.

C3 Presenting the tasks of an academic teacher.

C4 Preparing students for conscious and lawful use of their rights in the work of an academic teacher.

C5 Developing and improving the skills of planning classes or group of classes, as well as the skills of teaching students using traditional and modern methods and tools.

C6 Developing and improving the skills of systematic analysis of didactic situations in order to develop one's own teaching skills

3. Content

Detailed information about the course content, including topics and form of classes.



No.	Topic	Number of hours	Form of classes
1-2	Introduction to andragogy. Pedagogical model versus andragogical model. The competences and authority of a university teacher. Difficult situations in teaching practice.	3	lecture
3-4	Basic terms in didactic. Teaching objectives. Learning outcomes. Teaching forms and methods. Learning strategy. Evaluation. Didactic measurement.	4	lecture
5-6	Designing the teaching process including classic and modern teaching methods. The course card – practical aspects.	4	seminar
7	The concept of intellectual property. The plagiarism and it's legal consequences.	2	lecture
8	Development of teaching materials taking into account the permitted use of works and the right to quote.	2	seminar

4. Prerequisites

List of prerequisites relating to knowledge, skills and other competences for course participants.

none

5. Learning outcomes

List of learning outcomes at level 8 of the Polish Qualifications Framework assigned to the course (mark the learning outcomes in the last column).

Symbol	Learning outcome	
	KNOWLEDGE. Doctoral student knows and understands:	
SzD_W3	the main trends in the development of the scientific or artistic disciplines covered in the curricula;	<input type="checkbox"/>
SzD_W4	research methodology;	<input type="checkbox"/>
SzD_W5	the rules for the dissemination of scientific results, including in open access mode;	<input type="checkbox"/>
SzD_W6	the fundamental dilemmas of modern civilization;	<input type="checkbox"/>
SzD_W7	the legal and ethical conditions of scientific activity;	<input type="checkbox"/>
SzD_W8	the economic and other relevant conditions of scientific activity;	<input type="checkbox"/>
SzD_W9	basic principles of knowledge transfer to the economic and social spheres and commercialisation of results of scientific activity and know-how related to these results.	<input type="checkbox"/>
	SKILLS. Doctoral student is able to:	
SzD_U2	use knowledge from different fields of science or art to creatively identify, formulate and innovatively solve complex problems or perform research tasks, in particular:	<input type="checkbox"/>



	<ul style="list-style-type: none"> - define the purpose and subject of scientific research, formulate a research hypothesis, - develop research methods, techniques and tools, and use them creatively, - draw conclusions on the basis of scientific research; critically analyse and evaluate the results of scientific research, expertise and other creative work and their contribution to knowledge development; transfer the results of scientific activities to the economic and social spheres;	
SzD_U3	communicate on specialised topics to the extent that they enable an active participation in the international scientific community;	<input type="checkbox"/>
SzD_U4	disseminate research results, including in popular forms;	<input type="checkbox"/>
SzD_U5	initiate debates and participate in a scientific discourse;	<input type="checkbox"/>
SzD_U6	be able to speak a foreign language at B2 level of the Common European Framework of Reference for Languages to a level that enables them to participate in the international scientific and professional environment;	<input type="checkbox"/>
SzD_U7	plan and implement an individual or collective research or creative activity, including in an international environment;	<input type="checkbox"/>
SzD_U8	independently plan and act for one's own development and inspire and organize the development of others;	<input type="checkbox"/>
SzD_U9	plan classes or groups of classes and implement them using modern methods and tools.	<input checked="" type="checkbox"/>
	SOCIAL COMPETENCES. Doctoral student is ready to:	
SzD_K3	fulfilling the social obligations of researchers and creators, initiate public interest activities, thinking and acting in an entrepreneurial way;	<input type="checkbox"/>
SzD_K4	maintaining and developing the ethos of research and creative environments, including: <ul style="list-style-type: none"> - carrying out scientific activities in an independent manner, - respecting the principle of public ownership of research results, taking into account the principles of intellectual property protection. 	<input type="checkbox"/>

6. Evaluation

Short description of the method(s) used to evaluate the learning outcomes assigned to the course, e.g., exam, test, report, presentation, etc.

Mixed form: exam, oral presentation

7. Teaching methods

Short description of the teaching methods used during the course, e.g., multimedia presentation, discussion, literature studies, developing written documents, own work, etc.

Interactive lecture with multimedia presentation, discussion, exercises, case study, role playing, own student's work

8. Literature

List of primary and secondary literature used to prepare the course and including additional knowledge for participants, e.g., books, textbooks, research papers, standards, web pages, etc.



PRIMARY LITERATURE:

- [1] Knowles M. S., Holton E. F., Swanson R. A., Robinson P. A. (2020), *The Adult Learner. The Definitive Classic in Adult Education and Human Resource Development*, Routledge Taylor&Francis Group.
- [2] Kozimor-King, M. L., Chin, J. (2018). *Learning from each other: Refining the practice of teaching in higher education*, University of California Press.
- [3] Kwiek M. (2018). *Changing European Academics. A Comparative Study of Social Stratification, Work Patterns and Research Productivity*, Routledge Taylor&Francis Group.
- [4] Petty, G. (2009). *Teaching Today. A Practical Guide*, Nelson Thornes.

LEGAL ACTS:

- [1] Act of 4 February 1994 on Copyright and Related Rights.
- [2] Act of 30 June 2000 Industrial Property Law.
- [3] Act of 20 July 2018 Law on Higher Education and Science.

SECONDARY LITERATURE:

- [1] Arkoful V., Abaidoo N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29–42.
- [2] Campbell, A., Norton, L. (Eds.) (2007). *Learning, Teaching and Assessing in Higher Education. Developing Reflective Practice*, Learning Matters.
- [3] Luka I. (2014), *Design Thinking in Pedagogy*, *Journal of Education Culture and Society*, No 2, pp. 63-74.
- [4] Veiga Simão A. M., Flores M. A., Fernandes S., Figueira C. (2008). Tutoring in Higher Education: Concepts and Practices. *Sísifo. Educational Sciences Journal*, 07, pp. 73-86.
- [5] Cialdini R. (2001). *Influence. Science and Practice*, Allyn and Bacon.

9. Other remarks

Additional remarks, comments, (e.g., language of the course)

English