![Wrocław University of Science and Technology - Doctoral School](logo)

COURSE CARD

1. Basic information

Course name in English:	DIDACTICS OF HIGHER EDUCATION – PART I
Course name in Polish:	DYDAKTYKA SZKOŁY WYŻSZEJ CZ. I
Number of hours:	Select number of hours
Type of course:	Elective course
Form of course:	mixed forms (combination of lecture, seminar and laboratory)
Code of course:	
Course leader:	Phd Katarzyna Zahorodna, Malwina Łuszkiewicz
Faculty of the course leader:	W8 Faculty of Management
Email address of the course leader:	katarzyna.zahorodna@pwr.edu.pl, 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	☒
	Automation, electronic, electrical engineering and space technologies	☒
	Information and communication technology	☒
	Biomedical engineering	☒
	Chemical engineering	☒
	Civil engineering, geodesy and transport	☒
	Materials engineering	☒
	Mechanical engineering	☒
	Environmental engineering, mining, and energy	☒
	Mathematics	☒
	Chemical sciences	☒
	Physical sciences	☒
	Management and quality studies	☒

2. 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.

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

No.	Topic	Number of hours	Form of classes
	SELECTED ISSUES OF ANDRAGOGY		
1	Andragogy - introduction. Adulthood as a key conceptual category of andragogy. Lifelong learning. Pedagogical model *versus* andragogical model.	2	seminar
2	Adults' teacher. The competences and authority of a university teacher.	2	seminar
3	Social responsibility of academic teacher.	2	seminar
4	Labeling and stigmatization in adult education. Special educational needs of students.	2	seminar
	DIDACTICS OF HIGHER EDUCATION		
5	Didactics of higher education – genesis and object of study. Basic terms in didactic (ie. the teaching objectives, operationalization of objectives, taxonomy of objectives, learning outcomes, form of teaching, learning strategy, teaching method, teaching aids, evaluation, didactic measurement).	2	seminar
6	The teaching objectives.	2	seminar
7	Classic and modern teaching methods – theoretical background and practical aspects.	2	seminar
8-9	Designing the teaching process including classic and modern teaching methods.	4	seminar
10-11	Course cards – practical aspects.	4	
12	Difficult situations in teaching practice.	2	seminar
13	Summary.	1	seminar
	PSYCHOLOGY OF ADULT DEVELOPMENT		
14	Psychology of human development. Early and middle adulthood.	2	seminar
15	Growing into adulthood. Gen Z.	2	seminar
16	Developmental tasks in adulthood: love and family. Loneliness.	2	seminar
17	Developmental tasks in adulthood: work. Burnout syndrome.	2	seminar
18	Mental crisis.	2	seminar
19	Mental well-being.	2	seminar
20	Mind and learning.	2	seminar
	SOCIAL COMPETENCES OF AN ACADEMIC TEACHER		
21	Self-presentation.	2	seminar
22	Emotional intelligence	2	seminar
23	Stress and difficult emotions.	2	seminar

4. Prerequisites

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

Basic knowledge of the areas of humanities and social sciences

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;	☐
SzD_W4	research methodology;	☐
SzD_W5	the rules for the dissemination of scientific results, including in open access mode;	☐
SzD_W6	the fundamental dilemmas of modern civilization;	☒
SzD_W7	the legal and ethical conditions of scientific activity;	☐
SzD_W8	the economic and other relevant conditions of scientific activity;	☒
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.	☒
	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: - 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;	☐
SzD_U4	disseminate research results, including in popular forms;	☒
SzD_U5	initiate debates and participate in a scientific discourse;	☐
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;	☐
SzD_U7	plan and implement an individual or collective research or creative activity, including in an international environment;	☐

SzD_U8	independently plan and act for one's own development and inspire and organize the development of others;	☒
SzD_U9	plan classes or groups of classes and implement them using modern methods and tools.	☒
	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;	☐
SzD_K4	maintaining and developing the ethos of research and creative environments, including: - 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.	☐

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.

Participation in discussion and exercises, individual or group presentations and mini-workshops

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.

N1. Interactive lecture with multimedia presentation

N2. Discussion

N3. Brainstorm

N4. Exercises

N5. Presentation

N6. Case study

N7. Own student's work

N8. Inverted classroom

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] Bee H*., Psychologia rozwoju człowieka*, Wyd. Zysk i S-ka, Poznań 2004.

[1] Bednarek J. D., *Ćwiczenia wyrazistości mowy*, Wydawnictwo Naukowe DSWE, Wrocław 2005.

[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] Harwas - Napierała B., Trempała J. (red.), *Psychologia rozwoju człowieka*, t. 2, Warszawa 2002.

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

[6] Morreale, Spitzberg, Barge, *Komunikacja między ludźmi. Motywacja, wiedza, umiejętności*, PWN 2015

[7] Avigail Lev, Michelle Skeen, *Relacje na huśtawce,* GWP, Sopot 2018

[8] John Teasdale, Mark Williams, Zindel Segal, *Praktyka uważności*, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2016

[9] Rick Hanson, Forrest Hanson, *Rezyliencja,* GWP, Sopot 2019

[10] Steven Hayes, Spencer Smith, *W pułapce myśli*, GWP, Sopot 2019

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

[12] Kwiek M., *Kariera akademicka w Europie: niestabilność w warunkach systemowej konkurencji,* „Nauka i Szkolnictwo Wyższe", 2016, 1(47).

[13] Malewski M., *Dorosłość – kłopotliwa kategoria andragogiki*, „Teraźniejszość – Człowiek – Edukacja", 2013, Nr 3(63).

[14] Malewski M., *Od nauczania do uczenia się. O paradygmatycznej zmianie w andragogice*, Wyd. Naukowe DSW, Wrocław 2010.

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

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

SECONDARY LITERATURE:

[2] Śliwerski B., *Myśleć jak pedagog*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2010.

[3] Brzezińska A., *Psychologiczne portrety człowieka. Praktyczna psychologia rozwojowa*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2006.

[4] Petty G., *Nowoczesne nauczanie. Praktyczne wskazówki i techniki dla nauczycieli, wykładowców i szkoleniowców,* Gdańskie Wydawnictwo Psychologiczne, Sopot 2010.

[5] Szerląg A. (red.), *Problemy edukacji w szkole wyższej*, Oficyna Wydawnicza Impuls, Kraków 2006.

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