Syllabus of an educational component of a degree programme

Name of unit conducting a component	***Doctoral School of Social Sciences***
Name of an educational component	Didactics: Learning, Curriculum, and Instructional Design
Language of education	English
Goals of education	Higher Education is focused on the process of learning. In the Higher Education classroom and lecture hall, specific theories of didactics impact the eventual success of the instructor. This seminar seeks to work with doctoral students on their understanding of learning theory, curriculum, and instructional design in their various related social science fields.
Learning outcomes of an educational component	1. Participants will be able to articulate theories underlying curricular planning, pedagogical choices, and instructional design strategies that can be used in various higher education classroom environments including Lave & Wenger; Barron; Kolb; Bloom; Ausubel; Mannheim, von Gleserfeld. 2. Participants will be able to describe social and theoretical underpinnings of contemporary curricular issues; 3. Participants will be able to assess pedagogical content knowledge related to a social science field in higher education; 4. Participants will be able to analyze institutional plans, student needs, and our own Continuing Professional Development (CPD); 5. Participants will be able to develop a teaching philosophy statement based on learning theories; 6. Participants will be able to work through the backward design process in order to build understanding of concepts of curriculum and curriculum planning. Including: a. Writing a statement of purpose for a course curriculum design; b. Stating learning outcomes in a variety of acceptable forms; c. Developing curriculum maps and crosswalks related to particular courses and programs of study; d. Designing sequences for various types of learning experiences;

	7. Participants will be able to demonstrate key pedagogical content knowledge skills around what strategies contribute to the building of a classroom environment focused on learning in their field; 8. Participants will be able to articulate Universal Design for Learning concepts. 9. Debate and explore the various theories that have emerged in comparative didactics around teaching and learning in various cultures and parts of the world.
Verification methods and assessment criteria of learning outcomes obtained by students	1) Write a 4-5 page paper on a critical issues in your field including developing an annotated bibliography of outside journal or book reading done individually on learning, curriculum, instructional design, and teaching issues in your field. You will present a synthesis of your work in class as well. 2) Conduct field work: complete observations, conduct an interview, teach an example lesson in your field, and be observed using higher education teaching protocols.
Type of an educational component (obligatory/optional)	
Year of study	1st
Semester	Winter / summer
Name and surname of the coordinator of a component and/or person/s conducting a component	John M. Fischer, Ph.D.
Name and surname of person/s conducting an examination or granting credit in the case when this sposóis other person than conducting a component	John M. Fischer, Ph.D.
Manner of completion	
Preliminary and additional requirements	
Type and number of hours of courses requiring direct participation of academic staff and students, if in a given	Total 30 Hours 22 Hours of class time (workshop style) and 8 hours of Field work (observations, teaching a lesson, interview)

component such courses are included	
Number of ECTS credits assigned to a component	*3*
Balance of ECTS credits	
Applied teaching methods	Workshop, mini-lecture; small group discussion; student presentations; synthesis paper, fieldwork
Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component	1) Prepare for class discussions through assigned readings and by completing reflection tasks. 2) Design, review, and edit a curriculum map appropriate to the field you are studying and hope to teach in an institution of higher education. 3) Create an instructional module based on hard to teach/difficult to learn concepts, benchmarks, and indicators from your field. 4) Engage in microteaching observations of colleagues and a critical assessment and analysis of colleagues' design products.
Content of an educational module (with division into forms of courses completion)	
List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component	Michele Lee Kozimor-King and Jeffery Chin, Learning from Each Other: Refining the Practice of Teaching in Higher Education. Florence Ligozat and Jonas Almqvist, *Conceptual Frameworks in Didactics—Learning and Teaching.* Lewis Elton, *Continuing Professional Development in Higher Education: The Role of the Scholarship of Teaching and Learning.* University of California, *How To Write Smart Goals.* Vincent Tinto, *Promoting Student Completion One Class at a Time.* Leandra M. Smollin and Arnold Arluke, *Rites of Pedagogical Passage: How Graduate Student Instructors Negotiate The Challenge of First-time Teaching.*