**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | Academic teaching and learning |
| Language of education | English |
| Goals of education | This course will help participants to plan teaching and learning activities (including assessment) at tertiary level, to develop class management skills as well as to deal with variety of university students and their needs. |
| Learning outcomes of an educational component | **Knowledge:** The course participant is able to describe modern ideas, methods and tools of organisation and conducting classes (teaching and learning activities ) at university level.**Skills:** The course participant is able to:* propose teaching and assessment methods which fit to intended learning outcomes (constructive alignment),
* adapt activities to the needs of students,
* describe stages of group development and characterise team roles,
* plan and conduct teaching and learning activities supported by the e-learning platform,

**Social competences:**The course participant is able to:* recognize the roles of university teachers
* reflect his/her teaching practice and propose a personal path of CPD,
* critically evaluate their own work based on various sources of information
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| Verification methods and assessment criteria of learning outcomes obtained by students | Formative assessment * continuing assessment, participation in F2F and forum discussions, reflective diary (teacher and peers feedback, self-reflection)

Summative assessment* proposal of an innovation in teaching and learning (learning outcomes, scenarios, methods of assessment)
* preparation of an assessment tool which evaluate higher order cognitive skills (higher levels of Bloom’s taxonomy) and rubrics
* individual and group assignments (evaluation of learning outcomes, active method of T&L, opportunities for CPD, MOOC)
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| Type of an educational component (obligatory/optional) | optional |
| Year of study | 1st |
| Semester  | summer |
| Name and surname of the coordinator of a component and/or person/s conducting a component  | Dr Iwona Maciejowska |
| Name and surname of person/s conducting an examination or granting credit in the case when this sposóis other person than conducting a component  |  |
| Manner of completion  |  |
| Preliminary and additional requirements  | English language competences at B2 level or higher  |
| Type and number of hours of courses requiringdirect participation of academic staff and students, if in a given component such courses are included  | Workshop – 30 h  |
| Number of ECTS credits assigned to a component  | *3* |
| Balance of ECTS credits  | Contact hours – 30 Homeworks, assignments, e-learning activities – 25 hoursPreparation of a final work (innovation) – 20 hours |
| Applied teaching methods | interactive mini lectures, self-reflection, case study, simulation, concept map, presentation, metaplan, providing feedback (to their peers), |
| 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 | To pass the course one must obtain a positive mark of all partial tasks proposed during the semester as well as a final presentation of an innovation. The presence and activity in the classroom is required, two absences are allowed but demonstration of appropriate learning outcomes is expected. |
| Content of an educational module (with division into forms of courses completion) | Student Centred Learning, Learning outcomes – generic and subject specific, Bloom taxonomy, course design, challenges in implementing LO-based education, consequences of using LO; constructive alignment,Team work – goals, roles (Belbin), team development/ team building;Problem, project and context/case based learning – methods of university teaching and learning, relation between lecture-based and PBL (passive and active learning), e-learning and b-learning, use of ICT in teaching and learning processDevelopment of teacher-student relationships; communication: giving effective instructions; asking clarifying questionsAssessment of knowledge, skills and social competences - basic rules and forms, formative and summative assessment; Evidence based Teaching and LearningRoles of academic teacher; self-assessment, continuous professional development (CPD); |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component  | H. Fry, S. Ketteridge, S. Marshall, A Handbook for teaching & Learning in Higher Education. Enhancing Academic Practice, Kogan Page, London and Sterling, VA, 2003 and next editionsSupplementary:PossiBiLities: A Practice Guide to Problem-based Learning in Physics and Astronomy, Derek Raine, Sarah Symons (eds.), Published by The Higher Education Academy Physical Sciences Centrehttp://www.heacademy.ac.uk/assets/ps/documents/practice\_guides/ps0080\_possibilities\_problem\_based\_learning\_in\_physics\_and\_astronomy\_mar\_2005.pdf |