

A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2024 TO 2028.

GENERAL INFORMATION ABOUT COURSE				
Course title	The teaching of classes at a higher education institution			
Name of the unit running the course	the Doctoral School of the University of Rzeszów			
Type of course (<i>obligatory, optional</i>)	obligatory			
Year and semester of studies	1 st year, 1 st semester			
Discipline	Didactics of Higher Education			
Language of Course	English			
Name of Course coordinator	Prof. dr hab. Liliya Morska			
Name of Course lecturer	Prof. dr hab. Liliya Morska			
Prerequisites	English proficiency B1-B2; Knowledge of didactics and teaching methods at the level of higher education			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>The course "The teaching of classes at a higher education institution" aims to introduce doctoral students to the theoretical and practical aspects of didactics at the level of higher education. It is designed to provide knowledge and skills in the field of academic didactics. Participants will learn the theoretical foundations of the teaching process at the university level, including adult pedagogy and effective teaching and learning strategies. A key goal is to equip doctoral students with the ability to design and conduct didactic sessions in higher education, utilizing modern technological tools. The program also covers elements of planning, implementation, and evaluation of the didactic process, with an emphasis on adapting teaching methods and forms to the specificity of student groups. The course aims to prepare participants for the role of a lecturer, promote innovative didactic practices, and develop social and communication competencies necessary for academic work.</p>				
COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
Knowledge (NO.)	<i>Knows and understands, expresses knowledge</i>			
P8S_WG4	Knows theoretical foundations of didactics in higher education and various approaches to the teaching process	P8S_WG	Colloquia	oral answer, active participation in the discussion
P8S_WG4	Understands the principles of planning the teaching process, including course design, syllabus development, and selecting appropriate teaching methods, has knowledge of modern technologies in didactics and is able to determine their impact on the teaching process	P8S_WG	Colloquia	oral answer, active participation in the discussion
P8S_WG4	Understands the diversity of students' learning styles and knows methods of adapting the	P8S_WG	Colloquia	oral answer

	teaching process to them.					
Skills (no.)	Able to					
P8S_UU1, P8S_UU2	Able to design the structure and content of teaching activities, choosing appropriate teaching methods and techniques to engage students			P8S_UU	Colloquia	preparation and discussion of the presentation
P8S_UU1	Able to utilize digital and multimedia technologies in the teaching process to diversify and enhance class effectiveness			P8S_UU	Colloquia	preparation and discussion of the presentation
P8S_UU3	Can formulate learning objectives and assess their achievement using appropriate evaluation methods			P8S_UU	Colloquia	preparation and presenting of the presentation, class participation
P8S_UU2	Able to conduct teaching sessions using activating teaching methods (e.g., discussions, case studies, simulations)			P8S_UU	Colloquia	preparation and presenting of the presentation
P8S_UU3	Can analyze the educational needs of students and adapt teaching content to their level and learning styles			P8S_UU	Colloquia	class participation
Social competence (no.)	Ready to					
P8S_KK3	Ready to continuously improve didactic skills and undertake initiatives related to academic education			P8S_KK	Colloquia	observation, discussion - class participation
P8S_KK3	Willing to accept constructive feedback regarding their own teaching activities and implement necessary changes			P8S_KK	Colloquia	discussion - class participation
P8S_KK3	Promotes an ethical approach to teaching and supports the development of student autonomy in the learning process			P8S_KK	Colloquia	discussion - class participation
P8S_KK3	Demonstrates responsibility for one's professional development as a didactic in higher education			P8S_KK	Colloquia	discussion - class participation
LEARNING FORMAT – NUMBER OF HOURS						
Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
-	-	-	-	-	15	2
METHODS OF INSTRUCTION						
Thematic discussions and moderated debates Case study analysis						

Practical workshops
Multimedia and interactive presentations
Didactic simulations

COURSE CONTENT

1. Introduction to didactics in higher education.
2. Basics of academic pedagogy.
3. Methods and techniques of adult education.
4. Planning, implementation, and evaluation of the didactic process.
5. Adapting teaching methods to the needs of different student groups.
6. Use of technology in teaching and learning.
7. Evaluation of student achievements and the effectiveness of the teaching process.

COURSE ASSESSMENT CRITERIA

The assessment is the oral form.

During the assessment, a PhD student answers a randomly selected set of three questions. For each question, they receive a partial grade. The assessment grade is the arithmetic mean of the partial grades.

To obtain a positive grade, a conversion factor for the appropriate percentage of points obtained is applied to each part:

- up to 50% - insufficient (an incorrect answer was given or the question was not answered)
- 51% - 60% - sufficient (the answer contains a minimal scope of knowledge, supported by basic literature for the subject)
- 61% - 70% - sufficient plus (the answer presents a narrow scope of knowledge, supported by basic literature for the subject);
- 71% - 80% - good (the answer contains a substantive scope of knowledge, supported by basic and supplementary literature for the subject);
- 81% - 90% - good plus, (the answer contains a broad scope of knowledge, supported by basic and additional literature for the subject);
- 91% - 100% - very good (the detailed statement contains a broad scope of knowledge, supported by literature that goes beyond the literature required for the subject);

Activity during classes can raise the grade by half a degree.

TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
Scheduled course contact hours	15
Other contact hours involving the teacher (consultation hours, examinations)	5
Non-contact hours – student’s own work (preparation for classes or examinations, project, etc.)	30
Total number of hours	50
Total number of ECTS credits	2

INSTRUCTIONAL MATERIALS

Compulsory	Biggs, J., & Tang, C. (2011). Teaching for Quality Learning at University: What the
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literature:	<p>Student Does (4. ed.). Berkshire: Open University Press.</p> <p>Herbert, A. (2018). Didactics, Learning and Leadership in Higher Education. Understanding strategy development. London: Routledge.</p> <p>Light, G., Cox, R., Calkins, S. C. (2009). Learning and Teaching in Higher Education. Sage.</p>
Complementary literature:	<p>Barr, R. B., & Tagg, J. (1995). From Teaching to Learning - A new paradigm for Undergraduate Education. <i>Change</i>, 27(6), 13-25.</p> <p>Ramsden, P. (1992). Learning to teach in higher education. London: Routledge.</p> <p>Goss, S., Hummel, R., Zadoff, L. (2023). Transforming Online Teaching in Higher Education: Essential Practices for Engagement, Equity, and Inquiry. Teachers College Pr.</p>

**(1 ects credit correspondes to 25–30 hours of total workload of the doctoral student, needed to achieve the intended outcomes)*

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Date and signature of the subject instructor

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Approval of the Head of the Unit or an authorized person