

**COURSE SYLLABUS – DOCTORAL SCHOOL  
EDUCATION CYCLE FROM 2025/2026 TO 2028/2029**

| <b>GENERAL INFORMATION ABOUT THE COURSE</b>  |   |   |                   |   |
|--|---|---|-------------------|---|
| Course title   | <b>PROFESSIONAL PRACTICE</b>  |   |                   |   |
| Name of the unit delivering the course   | <b>Doctoral School at the University of Rzeszów</b>   |   |                   |   |
| Type of course (compulsory, elective)  | <i>compulsory</i>   |   |                   |   |
| Year/semester  | <b>Year I–IV, semester II–VII</b>   |   |                   |   |
| Discipline   | <i>interdisciplinary (general)</i>  |   |                   |   |
| Language of instruction  | Polish  |   |                   |   |
| Name and surname of the course coordinator   | <b>Dr hab. Marta Łuszczak, Prof. UR</b>   |   |                   |   |
| Name and surname of the lecturer/lecturers   | <b>Dr hab. Marta Łuszczak, Prof. UR</b>   |   |                   |   |
| Prerequisites  | Possession of in-depth theoretical knowledge in the field of higher education didactics, including the psychological, pedagogical and philosophical foundations of the academic education process.              |   |                   |   |
| <b>COURSE SUMMARY</b><br>(a concise description of the content and objectives of the course; 100–200 words)  |   |   |                   |   |
| <p>The objective of the course is to broaden the doctoral student’s knowledge related to aspects of higher education didactics in order to apply them in practice to solve problems posed to students. In addition, during the course the doctoral student improves the ability to use the acquired knowledge in practice, in the scope of planning, implementation, monitoring and evaluation of the course of and outcomes of the education process through the selection of appropriate methods, means and forms of organizing teaching classes. The doctoral student also acquires social competences in the scope of continuous improvement of the didactic workshop, through independent searching for new content and forms of its attractive presentation for students. During the practical placements, the doctoral student also learns to prepare teaching materials in the form of written instructions, as well as in graphic form. They learn practical principles of training/instructional presentations for students.</p> |   |   |                   |   |
| <b>LEARNING OUTCOMES FOR THE COURSE AND VERIFICATION METHODS</b>   |   |   |                   |   |
| Learning outcome symbol  | Intended learning outcomes  | Reference to PRK level 8 learning outcomes (symbol) | Form of classes   | Verification methods (e.g., test, oral exam, written exam, project)   |
| <b>Knowledge:<br/>No.</b>  | <b><i>knows and understands, has knowledge</i></b>  |   |                   |   |
| 1. P8S_WG  | has broad knowledge of techniques, tools and research methodologies useful for conveying scientific content to audiences,   | <b>P8S-WG_4</b>                                     | practical classes | Preparation of a syllabus for a course / preparation of class instructions / conducting teaching classes / observation during teaching / discussion after classes |
| <b>Skills:<br/>No.</b>   | <b><i>is able to</i></b>  |   |                   |   |
| 1. P8S_UU  | independently plan and select appropriate methods, means and forms of organization of teaching classes in work with students and act effectively for their own development and the development of other people, | <b>P8S-UU_1<br/>P8S-UU_2</b>                        | practical classes | Preparation of a syllabus for a course / preparation of class instructions / conducting teaching classes / observation during teaching / discussion after classes |
| 2. P8S_UU  | update their theoretical and practical knowledge, deepen  | <b>P8S-UU_3</b>                                     | practical classes | Preparation of a syllabus for a course / preparation  |

|                                    |  |          |                   |   |
|------------------------------------|--|----------|-------------------|---|
|                                    | competences in the scope of didactic work with students, e.g. by initiating a discussion on a specific topic and acting as its moderator,            |          |                   | of class instructions / conducting teaching classes / observation during teaching / discussion after classes  |
| 3. P8S_UU                          | organize teamwork based on adequate teaching aids,   | P8S-UU_2 | practical classes | Preparation of a syllabus for a course / preparation of class instructions / conducting teaching classes / observation during teaching / discussion after classes |
| <b>Social competences:<br/>No.</b> | <i>is ready to</i>   |          |                   |   |
| 1. P8S_KK                          | inspire students to acquire knowledge based on reliable scientific sources, and also stimulate engagement in solving scientific and social problems. | P8S-KK_3 | practical classes | Preparation of a syllabus for a course / preparation of class instructions / conducting teaching classes / observation during teaching / discussion after classes |

#### FORMS OF TEACHING CLASSES, NUMBER OF HOURS AND CREDITS

| Semester (no.) | Lecture | Classes/Conversation classes | Lab | Practical placement | Other | ECTS credits |
|----------------|---------|------------------------------|-----|---------------------|-------|--------------|
| II             | —       | —                            | —   | 15                  | —     | 2            |
| III - IV       | —       | —                            | —   | 2 × 15 = 30         | —     | 2 × 2-4      |
| V - VI         | —       | —                            | —   | 2 × 15 = 30         | —     | 2 × 2-4      |
| VII            | —       | —                            | —   | 15                  | —     | 2            |
| <b>Total:</b>  |         |                              |     | <b>90</b>           |       | <b>12</b>    |

#### TEACHING METHODS

Discussion, lecture, conversation classes, practical classes.

#### COURSE CONTENT

##### Practical classes:

- preparation of the course syllabus;
- preparation of class instructions;
- application of appropriate methods, means and forms of organization when designing an educational situation in work with students;
- delivery of teaching classes with students.

#### CONDITIONS FOR PASSING THE COURSE (ASSESSMENT CRITERIA)

Presentation of complete documentation:

- a) correct, in terms of content and form, preparation of the syllabus for the taught course;
  - b) correct preparation of class instructions;
  - c) presentation of the maintained practice logbook;
- practical skills test (observation/hospitation of the conducted teaching classes);
  - active participation in the discussion after each class, especially those observed.

#### TOTAL WORKLOAD OF THE DOCTORAL STUDENT REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES (HOURS AND ECTS)

|                  |                         |
|------------------|-------------------------|
| Form of activity | Average number of hours |
|------------------|-------------------------|

|   |                              |
|---|------------------------------|
| Hours completed in direct contact resulting from the study plan   | <b>6 × 15 hrs. = 90 hrs.</b> |
| Other with teacher participation<br>(participation in consultations, exam)  | <b>10</b>                    |
| Hours completed independently by the doctoral student<br>(preparation for classes, preparation of syllabi, preparation of class instructions, keeping a practice logbook, participation in consultations, etc.) | <b>200</b>                   |
| <b>TOTAL HOURS</b>  | <b>300</b>                   |
| <b>TOTAL ECTS CREDITS*</b>  | <b>12</b>                    |

### LITERATURE

|                        |  |
|------------------------|--|
| REQUIRED READING:      | <ol style="list-style-type: none"> <li>1. Karpińska A., Wróblewska W., Kowalczyk K. (eds.), W kierunku edukacji akademickiej zorientowanej na studenta, Adam Marszałek Publishing House, Toruń 2016.</li> <li>2. Bereźnicki F., Zagadnienia dydaktyki szkoły wyższej, WSH TWP, Szczecin 2009.</li> <li>3. Denek K., Uniwersytet w perspektywie społeczeństwa wiedzy. Dydaktyka akademicka i jej efekty, WSPiA, Poznań 2011.</li> <li>4. Karpińska A., Wróblewska W., Kowalczyk K. (eds.), W kierunku edukacji akademickiej zorientowanej na studenta, Adam Marszałek Publishing House, Toruń 2016.</li> </ol>  |
| SUPPLEMENTARY READING: | <ol style="list-style-type: none"> <li>1. Kraśniewski A., Proces Boloński – to już 10 lat, Foundation for the Development of the Education System, Warsaw 2009.</li> <li>2. <a href="https://books.google.pl">https://books.google.pl</a>Cognitive Perspectives on Peer Learning, A.M. O'Donnel, A. King (eds.), Routledge, New York–London 2009. Available at: <a href="https://books.google.pl">https://books.google.pl</a></li> <li>3. Barr R. B., Tagg J., From Teaching to Learning. A new Paradigm for Undergraduate Education, article available at: <a href="http://www.athens.edu/visitors/QEP/Barr_and_Tagg_article.pdf">http://www.athens.edu/visitors/QEP/Barr_and_Tagg_article.pdf</a></li> </ol> |

*\*(1 PUNKT ECTS ODPOWIADA OD 25 – 30 GODZIN CAŁKOWITEGO NAKŁADU PRACY DOKTORANTA, POTRZEBNEGO DO OSIĄGNIĘCIA ZAŁOŻONYCH EFEKTÓW)*

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DATE AND SIGNATURE OF THE COURSE INSTRUCTOR

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APPROVAL OF THE HEAD OF THE UNIT OR AN AUTHORIZED PERSON