

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>		
<b>Name of the course in</b>	Polish	<b>Metodyka prowadzenia zajęć w szkole wyższej</b>
	English	<b>Methodology of teaching in higher education</b>

### 1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

<b>1.1. Field of study</b>	physics
<b>1.2. Mode of study</b>	Full-time
<b>1.3. Level of study</b>	2 <sup>nd</sup> degree
<b>1.4. Profile of study</b>	General academic
<b>1.5. Person/s preparing the course description</b>	Sabina Dołęgowska, Aldona Kubala-Kukuś
<b>1.6. Contact</b>	<a href="mailto:sabina.dolegowska@ujk.edu.pl">sabina.dolegowska@ujk.edu.pl</a> , <a href="mailto:a.kubala-kukus@ujk.edu.pl">a.kubala-kukus@ujk.edu.pl</a>

### 2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

<b>2.1. Language of instruction</b>	English
<b>2.2. Prerequisites</b>	-

### 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	30 hrs of lectures	
<b>3.2. Place of classes</b>	Courses in the UJK teaching rooms of the Faculty of Exact and Natural Science	
<b>3.3. Form of assessment</b>	Credit with grade	
<b>3.4. Teaching methods</b>	Lecture – informative lecture with practical classes	
<b>3.5. Bibliography</b>	<b>Required reading</b>	<ol style="list-style-type: none"> <li>The European Higher Education Area in 2018: Bologna Process Implementation Report. 2018. Education, Audiovisual and Culture Executive Agency.</li> <li>Fry H. et al. 2009. A Handbook for Teaching and Learning in Higher Education. Taylor &amp; Francis</li> <li>Curzon L.B., Tummons J. 2013. Teaching in further education. An outline of principles and practice. Seventh edition. Bloomsbury.</li> </ol>
	<b>Further reading</b>	<ol style="list-style-type: none"> <li>Gaebel M., Zhang T. 2018. Learning and teaching in the European Higher Education Area. European University Association.</li> <li>Davies J.P., Pachler N. (eds). 2018. Teaching and Learning in Higher Education. UCL Institute of Education Press, University College London</li> </ol>

### 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<b>4.1. Course objectives (including form of classes)</b>
<p><b>Knowledge (lectures and laboratories)</b>  C1 – To give students an elementary knowledge of methodology of teaching in higher education  C2 – To give students a knowledge of teaching methods and strategies</p> <p><b>Abilities (laboratories and project)</b>  C3 – Developing skills to prepare and delivery of classes</p>

<b>4.2. Detailed syllabus (including form of classes)</b>
<p><b>Lectures:</b>  The Bologna process, Erasmus+ project. Possibilities for individuals and companies. The role of academic staff. Teaching in higher education: an overview of the teaching-learning process, strategies and techniques for teaching and learning, assessment and evaluation. Documentation of the field of study: application to establish studies, the study programme, the study schedule, course cards. Learning and teaching in disciplines. Type of classes. The development of student motivation. Teacher-student relationship. Preparation and delivery of classes</p>

4.3. Education outcomes in the discipline		
Code	A student, who passed the course	Relation to learning outcomes
within the scope of <b>KNOWLEDGE:</b>		
W01	knows the basics of the Bologna process	P8U_W
W02	knows the methods of teaching in higher education	P8U_W
W03	knows the documentation of the field study	P8U_W
within the scope of <b>ABILITIES:</b>		
U01	prepares a lesson scenario and deliveries of classes	P8U_U

4.4. Methods of assessment of the intended learning outcomes																					
Teaching outcomes (code)	Method of assessment (+/-)																				
	Oral answer			Project			Self-study			Group work			Effort in class			Project					
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes					
	L	C	P	L	C	P	L	C	P	L	C	P	L	C	P	L	C	P	L	C	P
W01													X								
W02													X								
W03													X								
U01																X					

4.5. Criteria of assessment of the intended learning outcomes		
Form of classes	Grade	Criterion of assessment
lecture (L)	3	at least 50% and not more than 60% of the total number of available points
	3,5	more than 60% and not more than 70% of the total number of available points
	4	more than 70% and not more than 80% of the total number of available points
	4,5	more than 80% and not more than 90% of the total number of available points
	5	more than 90% of the total number of available points

## 5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>		
<i>Participation in lectures</i>	30	
<i>Participation in laboratories/project</i>		
<i>Preparation for the exam</i>		
<i>Others</i>		
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>		
<i>Preparation for the lecture</i>	5	
<i>Preparation for the laboratories</i>		
<i>Preparation for the exam</i>		
<i>Gathering materials for the project</i>		
<i>Preparation of multimedia presentation</i>		
<i>Others*</i>		
<b>TOTAL NUMBER OF HOURS</b>	<b>35</b>	
ECTS credits for the course of study	<b>2</b>	

Accepted for execution (date and signatures of the teachers running the course in the given academic year)

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