

SUBJECT:	Methodology of Teaching		
HOURS:		ECTS:	

Name/title of the author:	Romana Paszkowska, M.A.
Course Description:	The course has been designed to prepare PhD. students to their teaching practice. It is based around four issues: raising PhD. students' awareness by helping them recognize their own teaching styles and discover their students' learning styles; ways of developing and strengthening students' autonomy, which is a vital success factor in the fast changing environment, presenting main principles of course design, teaching methods and interactive techniques based on Kolb's experiential learning approach.
Learning Outcomes (skills and knowledge):	<p>On the completion of the short course, PhD students should be able to:</p> <ul style="list-style-type: none"> • recognize their own individual and preferred teaching styles • diagnose and describe their students' learning styles • help their students take more responsibility for their education process and its outcomes • help their students become more aware of their learning objectives • methodically and logically approach the process of course design and its implementation • consciously select the teaching method • consciously select and apply various teaching techniques • describe and use interactive teaching techniques based on Kolb's experiential learning approach
Course Content:	<p>I. Learning and teaching styles</p> <ul style="list-style-type: none"> • Basic learning styles (visual, auditory and kinaesthetic), ways of recognizing them and their implications for the learning process. • Basic teaching styles (listener, director, interpreter and coach) and their influence on the didactic process. <p>II. Developing students' autonomy –reasons, purposes and outcomes. The concepts of learning space, self-directed learning, learner awareness, learning to learn, learner independence.</p> <p>III. Introduction to course design</p> <ul style="list-style-type: none"> • The process of course design: needs analysis, objective formulation, material evaluation and development, selection of methods and techniques & audio-visual aids, choice of assessment procedures, course and trainer evaluation • Syllabus construction model (types of syllabi, elements of a syllabus) <p>IV. Interactive teaching methods and techniques</p> <ul style="list-style-type: none"> • Kolb's experiential learning principles • Case studies, critical incidents, role-playing, simulations, problem solving, project developments, response papers, workshops. video making, etc.
Methods of Instruction:	Short lectures combined with interactive exercises and discussions. Preparatory exercises to be completed before the course.

Assessment policy (examination):	Active participation in the course.
References:	<p>Knowles, M.S. (1972) <i>Modern Practice of Adult Education. Andragogy versus Pedagogy</i>, Association Press, Nowy Jork.</p> <p>Knowles, M.S. (2009) in E.F. Holton III, R.A. Swanson (ed.) <i>Edukacja dorosłych</i>, PWN, Warszawa.</p> <p>Kolb, D. (1984) <i>Experiential learning</i>, Prentice Hall, New Jersey.</p> <p>Kolb, D. (1976) <i>The Learning Style Inventory: Technical Manual</i>, McBer, Boston.</p> <p>Taba, H. (1962). <i>Curriculum Development: Theory and Practice</i>. Harcourt Brace Jovanovich, New York.</p>