

## COURSE DESCRIPTION

### STATE UNIVERSITY OF APPLIED SCIENCES

**Course:** Didactics Essentials

Faculty:		Philology					
Speciality/specialisation:		English Philology Teacher specialisation					
Unit hosting the faculty		Institute of Humanities					
Practical course profile							
Language of instruction:		English					
Course category:		major					
Academic year: 2020/2021					Semester: 3,4		
The numer of teaching hours on the full time programme:							
Total	lecture	Active forms					
		classes	projects	laboratory	workshops	seminar	practical training
30	30	-	-	-	-	-	-
Learning outcomes:			Knowledge:  <i>Student describes the nature and tasks of didactics as a science that organizes pupils` learning proces, as well as the tasks of contemporary didactics as a pedagogical discipline with reference to the education system, its structure and function.</i>  <i>Student has knowledge regarding school as an institution that facilitate the development of individual pupils and classes as their education background.</i>  <i>Student has knowledge of the principles of control and evaluation of learning outcomes- knows the internal system of evaluation in schools and types of exams conducted externally.</i>				

	<p><b>Skills:</b></p> <p><i>Students take advantage their knowledge of the subject matter, as well as pedagogical and psychological knowledge, to design specific didactical tasks and resolving pupils` behavioural issues.</i></p> <p><i>Students have basic skills with regard to evaluating and constructing didactical curricula, as well as adjusting them to pupils capabilities.</i></p> <p><i>Students can make lesson plans and evaluation criteria. They can also familiarize pupils with the means of evaluating their knowledge and skills, as well as motivating them.</i></p> <p><i>Students have the ability to direct the class and implement various technoqies of working with pupils.</i></p> <p><i>Students have the necessary skills with regard to diagnosis, supervision and evaluation of learning outcomes.</i></p> <p><b>Social competences:</b></p> <p><i>In contact with pupils, their parents and other teachers, students are empathetic, open and demonstrate pro-social attitudes and sense of responsibility.</i></p> <p><i>Students are aware of the ethical dimension of pupil diagnosis and evaluation, as well as the ethical dimension and specificity of the teacher profession.</i></p> <p><i>Students can choose their own path to professional self-improvement and participate in the actions of organisations promoting self-improvement for teachers.</i></p>
<p><b>Full description of the course</b></p>	<p><i>WINTER SEMESTER</i></p> <ol style="list-style-type: none"> <li><i>1. Introducing the course syllabus, credit requirements and methods of evaluation. Didactics – origin and development of this science in the historical aspect. Didactics and its place within pedagogical sciences.</i></li> <li><i>2. General and specified didactics. The role and tasks of general didactics. Education and upbringing. The education system.</i></li> <li><i>3. The education proces in a historical perspective.Previous didactics systems- Komensky, Herbart and Dewey.</i></li> <li><i>4. Contemporary didactics systems.</i></li> <li><i>5. Contemporary didactics theory.</i></li> <li><i>6. The process and learning styles.</i></li> <li><i>7. Teaching and education. Content and principles of education. Classroom as an educational background.</i></li> <li><i>8. Taxonomy of learning objectives: general objectives and operational objectives.</i></li> <li><i>9. Creating and evaluating curricula.</i></li> </ol>

	<p><i>10. Methods of teaching and conducting classes.</i></p> <p><i>11. Lessons as the basic form of teaching and learning. Lesson plans and their structure..</i></p> <p><i>12. Coursebooks in the didactic proces. Teaching without a coursebook-Dogme approach. Authentic materials in foreign language didactics.</i></p> <p><i>13. Infrastructure and educational means in didactic process. ICT in the didactic process..</i></p> <p><i>14. Blended learning; flipped classroom.</i></p> <p><i>15. End of term test.</i></p> <p><i>SUMMER SEMESTER</i></p> <p><i>1. Didactic strategies and the decalogue of a teacher. Empathy and professional ethics.</i></p> <p><i>2. The pedagogy of dialogue and critical pedagogy by Paulo Freire.</i></p> <p><i>3. Neurodidactics. Neurolinguistic programming.</i></p> <p><i>4. Task-oriented didactics. Educational projects.</i></p> <p><i>5. Didactic planning by teachers. Lesson plans and preparation.</i></p> <p><i>6. Teachers` personality traits. The role and tasks of contemporary teachers.</i></p> <p><i>7. Building the authority of a teacher and maintaining discipline during lessons.</i></p> <p><i>8. Examining in school practice. Examining methods and designing tests.</i></p> <p><i>9. Grading systems in the education proces Internal grading systems in schools and external examinations. Supervision and evaluation of pupils` learning outcomes Continuous, semester and yearly assessment.</i></p> <p><i>10. Didactic failures. Diagnosing and overcoming them.</i></p> <p><i>11. Teachers as reflective educators. Relationships with fellow colleagues and pupils`parents. Self-education and professional self-improvement.</i></p> <p><i>12. Scientific research methods of teachers: observation, didactic experiments, empirical research.</i></p> <p><i>13. Didactic extracurricular classes. Pupils` education at home. Individual work..</i></p>
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	<p>14. <i>The issues of contemporary education. Educational challenges of the school of the future.</i></p> <p>15. <i>End of year test.</i></p>				
<b>Methods:</b>	<i>Lectures and multimedia presentation; interactive lecture.</i>				
<b>The students`s workload-</b>	<b>Forms of activity</b>	<b>The average number of hours required to complete the activity</b>			
		Full time mode			
		W	AF/.....	W	AF/.....
	<b>Number of hours with the participation of an academic teacher</b>	30			
	<b>Hours without the participation of an academic teacher:</b>	20			
	1.Preparation for classes, including studying the recommended literature	10 10			
	2. Processing of the results/ preparation for the exam, tests, other				
	3. Preparation of a report, presentation, discussion				
	<b>Total</b>	50			
	<b>Total number of ECTS points for the method of classes</b>	2			
	<b>Total number of ECTS points for the course</b>	2			

<b>The type and mode of obtaining credit</b>	<b>Form of obtaining credit:</b> <ul style="list-style-type: none"> <li>• <i>Passing grade (students have two attempts to pass the final test in the winter and summer semester)</i></li> <li>• <i>Written exam – in summer exam session</i></li> </ul>
	<b>Pass requirements:</b> <p><i>Final grade is the arithmetic average of individual grades obtained over the course of the semester and at the end of a semester:</i></p> <ul style="list-style-type: none"> <li>• <i>End of semester/year test, open and cloze tasks</i></li> <li>• <i>Active participation in class</i></li> <li>• <i>Grading scheme:</i> <p style="margin-left: 40px;"><i>Participation in classes</i>                      = 35%</p> </li> </ul> <p><i>Final tests results= 65%</i></p>
<b>Literature :</b>	<b>Compulsory reading:</b> <p>Lorenzo, D. 2007. <i>Introducing Didactics</i>. Montevideo: Administración Nacional de Educación Pública.</p> <p>Uljen, M. 1997. <i>School Didactics and Learning</i>. Hove, East Sussex: Psychology Press.</p> <p>Zarzecki, L. 2008. <i>Wybrane problemy dydaktyki ogólnej</i>. Jelenia Góra: Kolegium Karkonoskie.</p>
	<b>Additional reading:</b> <p>Bereźnicki, F. 2011. <i>Zarys dydaktyki szkolnej</i>. Szczecin: Pedagogium.</p> <p>Kupisiewicz, Cz. 2000. <i>Dydaktyka ogólna</i>. Warszawa: Oficyna Wydawnicza GRAF PUNKT.</p> <p>Polak, B. 2013. <i>Podstawy teorii kształcenia</i>. Szczecin: Szczecińska Szkoła Wyższa Collegium Balticum.</p>
<b>Course instructor:</b> prof. Jan Majer	