

SYLLABUS

STATE UNIVERSITY OF APPLIED SCIENCES IN WŁOCŁAWEK

Course: Didactics Essentials

Faculty:		Philology						
Speciality/specialization:		English Philology Teacher specialization						
Unit hosting the Faculty:		Faculty of Social Sciences and Humanities / English Philology Department						
Practical course profile								
Course language:		English						
Course category:		specialist						
Learning cycle:		2023/2024-2025/2026						
Academic year: 2024-2025					Semester: 3, 4			
Number of hours required to complete the course in full time-mode:								
TOTAL	lecture	ACTIVE FORMS						
		classes	projects	labs	workshops	conservatory	seminar/proseminar	professional training
30	30							
Method of carrying out all active forms of classes:		Classes are conducted: - online - asynchronous and synchronous form						
Specification of introductory courses with prerequisites:		Prerequisites: the range of knowledge, skills and competencies of the curriculum of the first year of English philology - as a starting point for the implementation of the content of the new subject.						

Educational goal:	<p>Identifying the differences between didactics, methodology and pedagogy. Outlining the boundary between the theory of learning and the theory of educative teaching.</p> <p>Defining the organizational principles of the didactic process and the goals, content, principles, methods and means of education - teaching and learning.</p> <p>Determining the scopes of action of the teacher and the student and determining the most favorable organizational forms of teaching.</p>
Learning outcomes (course-related): K_W14 K_W16 K_W20 K_U21 K_K13 B2.K2 C.W1 C.W2 C.W3 C.W4 C.W5 C.W6 C.K1 D1.W4	<p>Knowledge:</p> <p>Student describes the nature and tasks of didactics as a science that organizes pupils' learning proces, as well as the tasks of contemporarydidactics as a pedagogical discipline with reference to the education system, its structure and function.</p> <p>Student has knowledge regarding school as an institution that facilitatethe development of individual pupils and classes as their education background.</p> <p>Student has knowledge of the principles of control and evaluation of learning outcomes- knows the internal system of evaluation in schoolsand types of exams conducted externally.</p> <p>Skills:</p> <p>Students take advantage of their knowledge of the subject matter, as wellbas pedagogical and psychological knowledge, to design specific didactical tasks and resolving pupils' behavioural issues.</p> <p>Students have basic skills with regard to evaluating and constructingdidactical curricula, as well as adjusting them to pupils capabilities.</p> <p>Students can make lesson plans and evaluation criteria. They can alsofamiliarize pupils with the means of evaluating their knowledge and skills, as well as motivating them.</p> <p>Students have the ability to direct the class and implement various techniques of working with pupils.</p> <p>Students have the necessary skills with regard to diagnosis, supervisionand evaluation of learning outcomes.</p>

D.1.W10	<p>Social competences:</p> <p>In contact with pupils, their parents and other teachers, students are empathetic, open and demonstrate pro-social attitudes and sense of responsibility.</p> <p>Students are aware of the ethical dimension of pupil diagnosis and evaluation, as well as the ethical dimension and specificity of the teacher profession.</p> <p>Students can choose their own path to professional self-improvement and participate in the actions of organisations promoting self-improvement for teachers.</p>	
Full course description/ syllabus content:	<p>WINTER SEMESTER</p> <ol style="list-style-type: none"> 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. 2. General and specified didactics. The role and tasks of general didactics. Education and upbringing. The education system. 3. The education process in a historical perspective. Previous didactic systems- Komensky, Herbart and Dewey. 4. Contemporary didactics systems. 5. Contemporary didactics theory. 6. The process and learning styles. 7. Teaching and education. Content and principles of education. Classroom as an educational background. 8. Taxonomy of learning objectives: general objectives and operational objectives. 9. Creating and evaluating curricula. 10. Methods of teaching and conducting classes. 11. Lessons as the basic form of teaching and learning. Lesson plans and their structure.. 12. Coursebooks in the didactic process. Teaching without a coursebook-Dogme approach. Authentic materials in foreign language didactics. 13. Infrastructure and educational means in didactic process. ICT in the didactic process.. 14. Blended learning; flipped classroom. 15. End of term test. 	Reference to the learning outcomes
	<p>SUMMER SEMESTER</p> <ol style="list-style-type: none"> 1. Didactic strategies and the decalogue of a teacher. Empathy and professional ethics. 2. The pedagogy of dialogue and critical pedagogy by Paulo Freire. 3. Neurodidactics. Neurolinguistic programming. 4. Task-oriented didactics. Educational projects. 5. Didactic planning by teachers. Lesson plans and preparation. 6. Teachers' personality traits. The role and tasks of contemporary teachers. 7. Building the authority of a teacher and maintaining discipline during lessons. 8. Examining in school practice. Examining methods and designing tests. 	

	<p>9. Grading systems in the education process Internal grading systems in schools and external examinations. Supervision and evaluation of pupils' learning outcomes Continuous, semester and yearly assessment.</p> <p>10. Didactic failures. Diagnosing and overcoming them.</p> <p>11. Teachers as reflective educators. Relationships with fellow colleagues and pupils' parents. Self-education and professional self-improvement.</p> <p>12. Scientific research methods of teachers: observation, didactic experiments, empirical research.</p> <p>13. Didactic extracurricular classes. Pupils' education at home. Individual work..</p> <p>14. The issues of contemporary education. Educational challenges of the school of the future.</p> <p>15. End of year test.</p>		
Methods of conducting classes:	Lectures and multimedia presentation; interactive lecture.		
Student workload/ECTS points FULL-TIME STUDIES: 1) included in the working hours: - lecture: - active forms:	Forms of activity	Average number of hours to complete the activity	
		W	AF
	Number of hours with the participation of an academic teacher	30	
	Number of hours without the participation of an academic teacher:	20	
	1. Preparation for classes, including studying the recommended literature	10	
	2. Processing of the results/preparation for the exam, tests, other	10	
	3. Preparation of a report, presentation, discussion		
	Total	50	
	Total number of ECTS points for the method of classes	2	
Form and method of passing, assessment criteria or requirements. The accepted value for	Methods of passing the course: <ul style="list-style-type: none"> • Passing grade (students have two attempts to pass the final test in the winter and summer semester) • Written exam – in summer exam session 		

calculating the assessment	<p>Forms of passing the course:</p> <p>Determination of a passing grade on the basis of partial grades received during and at the end of the semester:</p> <ul style="list-style-type: none"> • written final test, with semi-open and open-ended tasks • participation in classes
	<p>Basic criteria:</p> <ul style="list-style-type: none"> • participation in classes = 35% • final test scores = 65%
	<p>Value for calculating the assessment:</p>
Literature list:	<p>Compulsory literature:</p> <p>Lorenzo, D. 2007. <i>Introducing Didactics</i>. Montevideo: Administración Nacional de Educación Pública.</p> <p>Uljens, 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>
	<p>Supplementary literature:</p> <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>
<p>Names of person/persons who prepared the course description: Agnieszka Miksza PhD.</p>	