|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course name:

|  |
| --- |
|  *Supervised teaching*  |

 | Semester: 4 | Course Code:

|  |  |
| --- | --- |
|

|  |
| --- |
| PHD-ST-2 |

 |

 | ECTS points: 1 |

|  |  |
| --- | --- |
| Instructor: Magdalena Szyszka, PhD | E-mail: mszyszka@uni.opole.pl |
| Course content: Professional practices and teaching on a graduate level. |
| Course aims:The course aims to develop the participants’ knowledge and skills necessary for teaching courses on a graduate level (P8S\_UW). The doctorate students will implement the syllabi using contemporary methods and tools (P8S\_UU). The participants will be able to demonstrate an advanced level of knowledge indispensable for conducting courses in English language and literature on a graduate level and will attempt to apply good professional practices in the field of higher education (P8S\_UW). The course also aims to focus on interpersonal and communicative skills that promote a successful transmission of knowledge to graduate students. After finishing the course, the participants will be able to give feedback and evaluate their work in a just and thoughtful manner (P8S\_UU). |
| Literature: Allan, J., Clarke, K., & Jopling, M. (2009). Effective Teaching in Higher Education: Perceptions of First Year Undergraduate Students. *International Journal of Teaching and Learning in Higher Education, 21*(3), 362-372.Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Mahwah, NJ: Lawrence Erlbaum.Knowles, M. S., Holton, E. F., & Swanson, R. A. (2011). *The adult learner.* 7th ed. London: ElsevierTaylor, C. and Su, F., & Wood, M. (2012). What makes a good university lecturer? Students’ perceptions of teaching excellence. *Journal of Applied Research in Higher Education*, 4 (2). pp. 142-155. |
| Course Credit: Pass with a grade based on the instructor’s evaluation of the implementation of good professional practices and teaching on a graduate level and doctoral students’ written report on reflective teaching on a graduate level.  |