



**Doctoral School of Adam Mickiewicz
University**

School of Languages and Literatures

Teaching in the academia

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Sciences/ discipline	Humanities / Linguistics + Literature Studies
Type of classes	tutorial
Language of instruction	English
The number of hours + form of passing classes	20 hours / credit of a grade
Purposes of classes	<p>Students participating in the course upon its completion should:</p> <ul style="list-style-type: none">• be familiar with the principles of (post-)critical pedagogy and be able to apply them in their teaching;• be familiar with the principles of modern theories of learning and be able to apply them in their teaching;• be aware of the role of the teacher at the university level and student-teacher relations;• be able to assess the quality and content of teaching ideas and methods of their application, both their own and those of their peers;• understand the specificity of teaching at the university level (in the areas of literary studies and linguistics);
Learning content	<p>The course will cover, not exclusively, the following ideas:</p> <ul style="list-style-type: none">• (post-)critical pedagogy;• pedagogy of care;• psycho-cognitive theories of learning;• teacher development;• self-reflection;• course development and evaluation;• learning;• engagement;• ungrading;• (and others, also suggested by the participants).
Entry requirements	Communicative knowledge of English

Learning outcomes	
	Verification methods:
<p>In terms of knowledge: A person who has completed classes knows and understands:</p> <p>establish and implement scientific cooperation in research teams, including international ones [E_W07]</p>	<p>in-class discussion tasks on the e-learning platform</p>
<p>In terms of skills: A person who has completed classes is able to:</p> <p>plan teaching activities in a methodically correct way and implement them with the use of modern methods and tools [E_U10]</p>	<p>in-class discussion tasks on the e-learning platform</p>
<p>In terms of social competences: A person who has completed classes is prepared to:</p> <p>act in accordance with the ethical principles of scientific work and interpersonal relations; moreover, he/she is ready to build the ethos of the scientific and professional environment; [E_K02]</p>	<p>in-class discussion tasks on the e-learning platform</p>
Literature	<p>Selected reading (more shall be provided):</p> <p>Elisabeth F. Barkley, <i>Student engagement techniques: A handbook for college faculty.</i></p> <p>Jose Antonio Bowen, <i>Teaching naked: How moving technology out of your college classroom will improve student learning.</i></p> <p>Jose Antonio Bowen & C. Edward Watson, <i>Teaching naked techniques: A practical guide to designing better classes.</i></p> <p>Christopher Butcher, Clara Davies & Melissa Highton, <i>Designing learning: From module outline to effective teaching.</i></p> <p>Flower Darby & James M. Lang, <i>Small teaching online: Applying learning science in online classes.</i></p> <p>Nira Hativa, <i>Teaching for effective learning in higher education.</i></p> <p>bell hooks, <i>Teaching community. A pedagogy of hope.</i></p> <p>bell hooks, <i>Teaching to transgress. Education as the practice of freedom.</i></p> <p>Susan Ko & Steve Rossen, <i>Teaching online: A practical guide.</i></p> <p>James M. Lang, <i>Small teaching: Everyday lessons from the science of learning.</i></p> <p>Sarah Moore, Gary Walsh & Angelica Riskey, <i>Teaching at college and university.</i></p> <p>Judith Grunert O'Brien, Barbara J. Millis & Margaret W. Cohen, <i>The course syllabus: A learning-centred approach.</i></p> <p>Maryellen Weimer, <i>Learner-centred teaching: Five key changes to practice.</i></p>

Detailed information	<p>Teaching at the university level is one of the most challenging as well as stimulating tasks a university teacher may face. When done wrong, it is a source of suffering for both students and teachers; when done right, it becomes an extremely satisfying learning experience — also for both students and teachers.</p> <p>The main aim of this course is to encourage reflective thinking about teaching goals and practice in the academia. As such, it will cover a wide range of topics and sometimes require participants to leave their comfort zone and critically evaluate their teaching. It is intended to be in part theoretical and in part practical. We will talk about how people learn and how to apply that knowledge in our teaching practice. We will read books, analyse teaching materials, and, most of all, talk. Particular attention will be paid to (post-)critical pedagogy and pedagogy of care as ideological stances opposed to much of what “traditional” university education is understood to be. Thus, the ulterior goal of the course is to encourage its participants to game the system for the benefit of their students.</p>
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