COURSE OFFERED

Name of the course	Polish	**Wykład monograficzny**
	English	**Monographic lecture**

1. LOCATION OF THE COURSE OF STUDY WITHIN THE EDUCATION SYSTEM

1.1. Section [1]	Social sciences
1.2. Discipline[2]	Pedagogy
1.3. Type of education	Stationary
1.4. Level of education	Doctoral School
1.5. Person preparing the course description	Prof. UJK, dr hab. Agnieszka Szplit
1.6. Contact	agnieszka.szplit@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Type of course [3]	specialized subjects in the discipline
2.2. Language of the course	English

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Type of classes[4]		lecture
3.2. The number of hours[5]		15
3.3. Location of classes		Classes in the UJK teaching room
3.4. Type of assessment		Graded
3.5. Didactic methods		monographic lecture, participatory lecture, multimedia presentation
3.6. Literature	basic	1. Boyd P., Szplit A., Zbróg Z. (2021), *Developing Teachers' Research Literacy- International Perspectives*, Kraków: Libron. 2. Guerriero S. (2017), *Pedagogical Knowledge and the Changing Nature of the Teaching Profession*, Paris: OECD Publishing. 3. Kowalczuk- Walendziak M., Korzeniecka- Bondar A., Danilewicz W., Lauwer G. (2019), *Rethinking Teacher Education for the 21st Century. Trends, Challenges and New Directions*, Berlin & Toronto: Verlag Barbara Budrich, Opladen. 4. Peters M.A., Cowie B., Menter I. (2017), *A Companion to research in Teacher Education*, Singapore: Springer. 5. Townsend T., Bates R. (2007), *Handbook of Teacher*

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education. *Globalization, Standards and Professionalism in Times of Change*, Netherlands: Springer.
6. Swennen A., White E. (2021), *Research-informed methods for improving practice*, Routledge.
7. Szplit A. (2021), *Professional development of academic teachers in the audit culture*, Rocznik Lubuski, 47, 1, 83-94.
8. Szplit A. (2021), *Language-teacher educators' professional development in the academic space*, w: Z. Szarota, Z. Wojciechowska (Eds.), *Learning never ends… Spaces of Adult Education: Central and Eastern European Perspectives,* Warszawa: UW.
9. Szplit A. (2020), Active Professionalism of Teacher Educators, *Przegląd Pedagogiczny*, 2, 113-125.

Szplit A. (2019), *Od nowicjusza do eksperta. Rozwój ekspertywności nauczycieli nauczycieli języków obcych*, Kielce: UJK.
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<tr><td>supplementary</td><td>
1. Boyd P., Szplit A. (2017), *Teachers and Teacher Educators Learning through Inquiry - International Perspectives*, Kraków: Attyka.
2. Boyd P., Szplit A. (2016), *Student Teachers Learning through Inquiry - International Perspectives*, Kraków: Attyka.
3. Filipiak E. at el. (2012), *Teacher's subjective theories*, Bratislava: INNOTE project.
4. Garbett D., Ovens A. (2016), *Enacting self-study as methodology for professional inquiry*, selfstudysig.wordpress.com.
5. Villegas-Reimers E. (2003), *Teacher Professional development: an international review of the literature*, Paris: UNESCO.
6. Selected papers from European Journal of Teacher Education (EJTE), Professional Development in Education, Teachers and Teaching, Journal of Education for Teaching, Journal of Educational Research, Professonal Development in Education, etc.
7. Selected chapters from the books published by Teacher Education Policy in Europe (TEPE) Network
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4. **OBJECTIVES, SYLLABUS CONTENT AND INTENDEND LEARNING OUTCOMES**

4.1. Course objectives (lecture)
C01. Learning about contemporary research trends in pedagogy with particular emphasis on pedeutological research,
C02. Developing one's own methodological workshop in the field of pedagogy and one's own research reflexivity through the analysis of scientific texts,
C03. Learning about pedagogical terminology in English and developing the ability to use English-language sources

4.2. Syllabus content
1. Basic terminology in educational research, defining research areas and describing methodology;
2. Research-informed methods for improving practice & self-study methodology (e.g., living

theory research, reflexive research, autoethnographic narrative);
3. Teacher competences and professional knowledge (e.g., pedagogical, experiential, tacit knowledge) – descriptors, constructivism, sources, development, assessment;
4. Dimensions of teacher professionalism (e.g., EU initiatives, challenges, adaptability, VUCA/ BANI, social perception, post-truth world);
5. Pedagogy of teacher education (e.g., TE roles, teacher inclusion, online learning, quality, practicum);
6. Teacher collaboration and peer support (e.g., communities of practitioners, networks & blogs, partnerships, learning schools)
7. Teacher professional development (e.g., stages, models, novice & expert, informal learning, innovations);
8. Reflection in TPD (e.g., critical reflection, reflective practice, research literacy, teacher's subjective theories).

5. SUBJECT LEARNING OUTCOMES

Learning outcomes	A doctoral student who has passed the subject:	Reference to the learning outcomes of Doctoral School (according to the training program at the Doctoral School)
in the area of KNOWLEDGE:		
W01	has extended knowledge of the latest scientific achievements in the field of pedagogy, including selected detailed issues in pedeutology and research methodology in this area	SD_W01
W02	has advanced knowledge of development trends in pedeutology and empirical research in this area	SD_W02
W03	formulates important research problems in the field of pedagogy in English	SD_W07
in the area of SKILLS:		
U01	is able to define the purpose and subject of research and research hypotheses in the scientific works in the field of pedagogy and define them in his/her own research	SD_U01
U02	is able to use knowledge from various disciplines to identify complex pedagogical problems and adapt the methodologies he/she learns to carry out his/her own research tasks	SD_U03
U03	is able to use a foreign language in practice when analysing scientific publications in the field of pedagogy and pedeutology	SD_U07
in the area of SOCIAL COMPETENCE:		
K01	is able to justify the importance of pedagogical knowledge in solving cognitive and practical problems	SD_K02

6. METHODS OF ASSESSMENT OF THE INTENDED LEARNING OUTCOMES

SUBJECT LEARNING OUTCOMES	METHOD OF ASSESSMENT (+/-)						
	Oral/written exam	Kolokwium	Project	activity in class	Own work	Group work	Others

	The type of classes			The type of classes			The type of classes			The type of classes			The type of classes			The type of classes			The type of classes		
										L			L										
W01										+			+										
W02										+			+										
W03										+			+										
U01										+			+										
U02										+			+										
U03										+			+										
K01										+			+										

7. **CRITERIA OF ASSESSMENT OF THE INTENDED LEARNING OUTCOMES**

Form of classes	Grade	Criterrion of assessment
Lecture (L) [6]	3,0	100% attendance at lectures
	3,5	attendance at least 50% of lectures and preparation in Polish of an analysis of 3 scientific texts published in English
	4,0	attendance at least 50% of lectures and preparation in English of an analysis of 3 scientific texts published in English
	4,5	attendance at least 70% of lectures and preparation in English of an analysis of 3 scientific texts published in English
	5,0	attendance at least 70% of lectures and preparation in English of an analysis of 4 scientific texts published in English

Accepted for execution

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[6] Niepotrzebne usunąć.