

## COURSE DESCRIPTION

**Code:** 5KAS/DVSPE**Course title:** College of Education**Field of study:****Guarantor:** prof. PhDr. Tomáš Hangoni, PhD.**Lectured by:** Department of Christian anthropology a Social work  
prof. PhDr. Tomáš Hangoni, PhD.**Semester:**  
WT, ST**Contact lessons:** Lecture, Seminar**Recommended course load (in lessons):****Weekly:** 1/1**Per course:** 13,13**Number of  
ECTS credits:**  
10**Prerequisite(s):****Course assessment and completion:** Exam**Continuous assessment:****Final assessment:**

During the semester, the doctoral student will receive:

- max. 10 points for active participation in all lectures and the so-called reflexive seminars devoted to the analysis of lessons learned.
- max. 10 points for the written elaboration of the selected issue in the thematic areas intended for the distance method of study (approximately 5 pages for each area), according to the individual choice 1 + 1 from pedagogy and psychology
- max. 20 points for didactically correct implementation of the lecture evaluated on the basis of observation,
- max. 20 points for didactically correct elaboration of the project and realization of a seminar / exercise within the framework of his / her specialization evaluated on the basis of observation,
- max. 40 points for the elaboration of the final thesis and its colloquial defense.

Credits will be awarded on the basis of meeting all the above requirements according to the classification scale A, B, C, D, E, FX - Study Regulations PU in Prešov.

**Course objective:**

Doctoral students will gain a basic theoretical perspective in pedagogical, social and psychological as well as legislative issues of university education. This basis, i. Understanding the basic pedagogical and psychological knowledge will form the starting points for beginning teachers so that they can develop their didactic skills and their adequate application in the teaching of specialized subjects. Independent work, exercises and subsequent verification of their quality will develop doctoral students' pedagogical, social - psychological, communication, self-assessment and managerial-management competencies for teaching at the university - at the most general level.

The graduate of the course can:

- Independently and comprehensively describe the system of higher education pedagogy, based on analytical-synthetic thought procedures, compare models of teacher training in an international context and understand the social function of universities in broad links.
- Independently and comprehensively characterize the system of university didactics, justify the need for didactics for teaching practice at universities and analyze the basic problems of university didactics.
- Comprehensively define the forms and methods of teaching at universities, analyze their specifics and evaluate the importance of their use in terms of educational goals.
- Comprehensively, in mutual contexts and interconnection to define basic concepts related to the goal category (educational goal, competencies, goal taxonomy, consistency, goal measurability, etc.), evaluate the importance of goal formulation, especially with regard to their diagnostic function, based on didactic analysis to design a set of educational goals for a specific subject, to apply the principles of formulating a specific educational goal in setting a goal for a specific educational unit.
- Characterize the didactic cycle, critically evaluate the importance of individual phases of the didactic cycle, justify the process of preparation for the lesson, design a project of your own teaching unit on a selected topic, analyze and evaluate the importance of control and evaluation of the teaching process.
- Design, implement and on the basis of reflection and self-reflection critically evaluate the positives and negatives of their own teaching activities (self-assessment within the output - implementation of a seminar at the university in relation to designing a teaching unit, its implementation from a didactic point of view, but also in terms of pedagogical interaction, communication and rhetoric) and the teaching activities of colleagues - doctoral students.
- Analyze the psychological conditionality of higher education, know in the cognitive and personality specifics the age of adolescence and early adulthood, and psychologically justified specific teaching process at the university with emphasis on the activity of the student.
- To propose complex solutions to the indicated pedagogical-psychological problems and to initiate their discussion within the group.
- Analyze and evaluate the legislative conditions of higher education and propose comprehensive solutions to the indicated problems.

- Assess the personal as well as wider societal impacts of the results of education based on innovative methods and forms of education.
- Be aware of the existence of university teachers as a specific social group, its ethical standards, educational tasks. Argue and be able to defend their views to the academic public.

#### **Course content:**

Course contents:

1. Introduction to university pedagogy.

Subject, goals of the role of VŠP, strategies of higher education, in international and national comparison, models of teacher training. (distance method)

2. Didactics of university pedagogy.

Professional standard of a university teacher, competence and competence, ethics of a university teacher.

Forms and methods of teaching at the university: lectures, seminars, exercises, testing and evaluation, practice, presentations, demonstrations.

Independent work of students, activating methods in higher education, distance e-learning education, group, cooperative teaching, project methods, University management - the university as an institution.

3. Psychological issues of university education.

Basics of psychology of learning and teaching at universities.

Psychological characteristics of adolescence, transition from high school to university, socialization, adaptation, learning styles.

Personality of a university teacher - educational and teaching styles, creativity of a university teacher, ethics in the work of a university teacher.

Psychological principles of pedagogical and social communication. The culture of the spoken word. Rhetoric.

Solving difficult life situations, basics of psychohygiene.

4. Scientific-research activity at universities with an orientation on pedagogical issues. Research methods in pedagogical quantitative and qualitative design.

5. Basics of university legislation, copyright law, guidelines and standards for higher education, grants, project creation. (distance method)

6. Training of pedagogical skills (with a focus on the didactically correct design of lectures, seminars / exercises, pedagogical communication, rhetoric and spoken word culture), reflection and self-reflection in seminars.

#### **Textbooks and references:**

BEDNAŘÍKOVÁ, I. Profesionalismus a kvalita vysokoškolské výuky. Technológia vzdelávania, roč. XVII., 2009, č. 9, s. 11-17.

BEDNAŘÍKOVÁ, I. Tutor a jeho role v distančním vzdělávání a v e-learningu. Olomouc: Univerzita Palackého v Olomouci, 2013. 140 s. ISBN 978-80-244-3795-8.

Boloňský proces. Vytváření Evropského prostoru vysokoškolského vzdělávání [online]. [cit. 2009-07-28]. Dostupné z: <http://www.bologna.msmt.cz/>.

CIPRO, M. Idea vysoké školy. Praha: UK, 1981.

MAREŠ, J. Učitel, jeho osobnost a příprava. Praha: NEMES a ÚÚPPP, 1990.

MAREŠ, J. Emoce studentů a učitelů při e-learningu. In: Sborník příspěvků z konference a soutěže eLearning 2008. Hradec Králové: Gaudeamus, 2008, s. 12-22. ISBN 978-80-7041-143-8.

ROHLÍKOVÁ, L. a J. VEJVODOVÁ. Vyučovací metody na vysoké škole. Praha: Grada, 2012, 281 s. ISBN: 978-80-247-4152-9.

SLAVÍK, M a kol. Vysokoškolská pedagogika. Praha: Grada 2012 ISBN 978-80-247-4054-6

VAŠUTOVÁ, J. Paradigma akademické kultury. AULA, roč. 17, 2009, č. 1, s. 38-45.

VAŠUTOVÁ, J. Profese učitele v českém vzdělávacím kontextu. Brno: Paido, 2004. ISBN 80-7315-082-4.

VAŠUTOVÁ, J. Strategie výuky ve vysokoškolském vzdělávání. Praha: UK, Pedagogická fakulta 2002. 283 s. ISBN 80-7290-100-1.

VAŠUTOVÁ, J. Vybrané otázky vysokoškolské pedagogiky pro vzdělavatele učitelů. Praha: UK, Ústav výzkumu a rozvoje školství, 1999. 222 s. ISBN 80-86039-97-8.

VOGEL, V. Jak se učí učitelé? Praha: Fraus 2009. ISBN 978-80-7238-851-6

Časopisy: Academia, Aula, Alma Mater

**Language of instruction:**

**Guarantor's signature and the date of course description's last modification:** 29.10.2020