**SYLLABUS**

|  |  |
| --- | --- |
| COURSE TITLE | Activating methods in classroom - practicum course |
| CREDITS | 5 |
| LANGUAGE OF INSTRUCTION | English |
|  DEPARTMENT/FACULTY | Pedagogy and Psychology |
| LECTURER(S) | Dr hab. Agnieszka Lewicka-Zelent, prof. UMCS |
| COURSE OBJECTIVES |
| Students who successfully complete this course will have a basic knowledge of and insight into:* The graduate critically evaluates and creatively uses activating methods
* The graduate knows the procedure and principles of conducting didactic and educational activities with the use of the activating method
* The graduate can plane and conduct educational and didactic lessons using innovative activating methods
* The graduate is ready to evaluate the assessment of the evaluation of the activating methods and make independent decisions about this choice
* The graduate is prepared to critically evaluate own’s and other people’ action
 |
| PREREQUISITES  |  |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS |
| 10 hours of workshops (if it will be necessary on-line)35 hours of working at school |
|  COURSE DESCRIPTION |
| The aim of the course is to familiarize students with various activation methods which can be used in working with students. They will learn their advantages and limitations. They will develop their skills related to observing students during learning, preparing a case study and class scenario using activating methods. Students will have the opportunity to gain competence during classes at the university and at school. They will conduct their own secondary school lessons. |
| METHODS OF INSTRUCTION | lecture, discussion, didactic film, reading assignments, demonstrations, case studies, presentation, practice classes |
|  REQUIREMENTS AND ASSESSMENTS | \* Attendance and active participation in classes\* Preparing a case study\* Preparing an observation card\* Preparing Mind Mapping \* Preparing class scenario\* Conducting two lessons in the secondary school |
|  GRADING SYSTEM | Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes. **Observation card:** Students will prepare 5 observations card from school**Case study:** Students will prepare a case study one child with emotional or social problem**Class scenario:** Students will prepare a class scenario (3 hours) with activating methods**Mind Mapping:** Students will prepare one Mind Mapping**Lessons:** Students will conduct two lessons at the secondary school  |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS  |

|  |  |
| --- | --- |
| **Activity** | **Hours:** |
| Workshops | 10 |
| Work at school | 35 |
| Preparation for classes (Reading, homework etc.) | 20 |
| Preparing observation cards | 20 |
| Preparing a case study | 25 |
| Preparing scenario | 30 |
| Preparing Mind Mapping | 10 |
| Total | 150 |
| ECTS | 5 |

 |
| STUDY MATERIALS | **PRIMARY OR REQUIRED BOOKS/READINGS:**Cawthon, S.W., Dawson, K., Ihorn, (2011). S. Activating Student Engagement Through Drama-Based. Journal for Learning through the Arts, 7(1). <https://escholarship.org/uc/item/6qc4b7pt>Mertens, E. Activating teaching methods for lectures and seminars. <http://www.kolleg.loel.hs-anhalt.de/landschaftsinformatik-4.2.6/fileadmin/user_upload/_temp_/2011/Proceedings/703_MERTENS_2011May11_E.pdf>Rosenberg, R. Tools for Activating Materials and Tasks in the English Language Classroom. <https://files.eric.ed.gov/fulltext/EJ923460.pdf>Struyven, K., Dochy, F. (2008). Students’ likes and dislikes regarding student-activating and lecture-based educational settings: Consequences for students’ perceptions of the learning environment, student learning and performance. European Journal of Psychology of Education, 3 (23), p. 295-317. [https://www.researchgate.net/profile/Katrien\_Struyven/publication/225523643\_Students'\_likes\_and\_dislikes\_regarding\_student-activating\_and\_lecture-based\_educational\_settings\_Consequences\_for\_students'\_perceptions\_of\_the\_learning\_environment\_student\_learning\_and\_performance/links/54ec4de50cf2465f532dd24f/Students-likes-and-dislikes-regarding-student-activating-and-lecture-based-educational-settings-Consequences-for-students-perceptions-of-the-learning-environment-student-learning-and-performance.pdf](https://www.researchgate.net/profile/Katrien_Struyven/publication/225523643_Students%27_likes_and_dislikes_regarding_student-activating_and_lecture-based_educational_settings_Consequences_for_students%27_perceptions_of_the_learning_environment_student_learning_and_performance/links/54ec4de50cf2465f532dd24f/Students-likes-and-dislikes-regarding-student-activating-and-lecture-based-educational-settings-Consequences-for-students-perceptions-of-the-learning-environment-student-learning-and-performance.pdf)Vilonen, K.M., Zitting, E., Krause, A. The use of activating teaching methods in an introductory course on chemical processes. <https://s3.amazonaws.com/academia.edu.documents/6559153/1232.pdf?response-content-disposition=inline%3B%20filename%3DUse_of_activating_teaching_methods_in_an.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20200227%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20200227T195058Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=50534bc65f32596482cd9c1616e808034b5a872558ac39fa3ad37bb2e59d9b2c>**SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:**Filipiak, E. (2012). Rozwijanie zdolności uczenia się: z Wygotskim i Brunerem w tle, Gdańsk. Hunziker, D. (2018). Kompetencje bez tajemnic, Słupsk/Warszawa. |