



Course title	Primary education teacher's methodology of work (Warsztat metodyczny nauczyciela dzieci)	Instructor	Determined later
		Instructor's email address	
Semester	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/>	ECTS credits	5/3
Academic year	2019/2020	Contact hours	15 <input checked="" type="checkbox"/> 30 <input type="checkbox"/>
Level	1-Bachelor <input checked="" type="checkbox"/> 2 - Master <input type="checkbox"/>	Language of instruction	English

Learning outcomes and competences

At the end of the course the learner is expected to be able to:

- identify elements of elementary teacher's methodology of work (teacher's methodical workshop)
- recognize methods of developing individual teacher's methodology of work, especially the idea of analysis of critical incidents in teaching and reflective practice
- share own ideas and conclusions about teaching and learning process as well as improving individual methodological competences
- reflect and self-evaluate own competences and plan directions/ways of own professional development,
- consider and respect ethical rules in teacher's practice
- indicate legislation documents important in teacher's practice

Course contents

What is methodology of teacher's work?

Primary teacher competences; knowledge, skills and attitudes.

Important aspects of teacher's personality.

Nonviolent communication in teacher's work

What does it mean to be "reflective practitioner"

Developing professional judgment by reflecting critical incidents in teaching.

Legislation documents in teacher's work: curriculum, school program and assessment system.

Ethical rules in teacher's work.

Formative and summative assessment: planning, supporting and evaluating the teaching and learning process

Classroom and its arrangement.

Teaching materials and teaching resources

Students' self-presentations.

Recommended reading

Ayres, D. (2014) Dilemma Identification. Available at: <http://danieljayres.blogspot.co.uk/p/dilemma-identification.html>

Evans Linda, What is the teacher development, Oxford Review of Education, Vol. 28, No. 1, 2002: <http://www.education.leeds.ac.uk/assets/files/staff/papers/What-is-teacher-Development.pdf>

Fenstermacher Gary D. , Soltis Jonas F., Approaches to Teaching, Fifth Edition (Thinking About Education



Series) Paperback – April 10, 2009

Fincher M. (2018) The Top Formative Assessment Strategies for Students' Success. Available at: <https://www.showbie.com/top-formative-assessment-strategies/>

(Published: December 4, 2018)

McCabe, A. (2002). A wellspring for development. In J. Edge. (eds). Continuing professional development. UK: IATEFL Publications.

Mezirow, J. (1981) 'A critical theory of adult learning and education', in Adult Education 32: 3-24.

Richards, J. C., & Farrell, T. S. C. (2010). Professional development for language teachers. Cambridge: CUP.

Rosenberg M., Chopra D., (2015) Nonviolent Communication: A Language of Life, 3rd Edition, PuddleDancer Press. (Center for Nonviolent Communication: www.cnvc.org Information, books, videos, audio tapes, training event listings, etc)

Tripp, D. (2012) Critical Incidents in Teaching: Developing Professional Judgement. London; New York: Routledge Falmer

<http://danieljayres.blogspot.co.uk/2013/12/critical-incidents.html>

https://www.researchgate.net/publication/318430010_Critical_Incidents_in_Teaching

Journal on - line: Mentoring & Tutoring: Partnership In Learning published by Routledge of the Taylor & Francis Group

Modern Teacher: Skills and Methods to Improve the Educational Process: <http://blog.noplac.com/modern-teaching-skills-and-methods/>

Teaching and learning methods

Workshop: observation, discussion, problem solving, practical exercises, analysis

Assessments methods

Assessment of:

active participation at the course

individual or group multimedia presentation