

*Basics of academic teaching*

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| 1. **Imprint** | |
| **Academic Year** | 2025/26 |
| **Department** | Doctoral School |
| **Field of study** | Medical sciences and health sciences |
| **Main scientific discipline** *(in accord with appendix to the Regulation of Minister of Science and Higher Education from 26th of July 2019)* | Medical, pharmaceutical and health sciences |
| **Study Profile** *(general academic / practical)* | General academic |
| **Level of studies** *(1st level /2nd level/ uniform MSc)* | 3rd |
| **Form of studies** | Full time |
| **Type of module / course**  *(obligatory / non-compulsory)* | Obligatory |
| **Form of verification of learning outcomes** *(exam / completion)* | Exam |
| **Educational Unit / Educational Units** *(and address / addresses of unit / units)* | **Department of Education and Research in Health Sciences, Faculty of Health Sciences** Litewska 14/16 St., 00-581Warsaw  [zakladdydaktyki@wum.edu.pl](mailto:zakladdydaktyki@wum.edu.pl) tel. 22 57 20 490  <https://nzd.wum.edu.pl/> |
| **Head of Educational Unit / Heads of Educational Units** | Prof. dr hab. Joanna Gotlib-Małkowska  [joanna.gotlib@wum.edu.pl](mailto:joanna.gotlib@wum.edu.pl) |
| **Course coordinator** *(title, First Name, Last Name, contact)* | Dr hab. Mariusz Jaworski  [mariusz.jaworski@wum.edu.pl](mailto:mariusz.jaworski@wum.edu.pl) |
| **Person responsible for syllabus** *(First name, Last Name and contact for the person to whom any objections concerning syllabus should be reported)* | Prof. dr hab. Mariusz Panczyk  [mariusz.panczyk@wum.edu.pl](mailto:mariusz.panczyk@wum.edu.pl) |
| **Teachers** | Prof. dr hab. Joanna Gotlib-Małkowska: [joanna.gotlib@wum.edu.pl](mailto:joanna.gotlib@wum.edu.pl)  Prof. dr hab. Mariusz Panczyk: [mariusz.panczyk@wum.edu.pl](mailto:mariusz.panczyk@wum.edu.pl)  Dr hab. Mariusz Jaworski: [mariusz.jaworski@wum.edu.pl](mailto:mariusz.jaworski@wum.edu.pl)  Dr Ilona Cieślak: [ilona.cieslak@wum.edu.pl](mailto:ilona.cieslak@wum.edu.pl) |

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| 1. **basic information** | | | | |
| **Year and semester  of studies** | I year, semester I | | **Number of ECTS credits** | 1.00 |
| **forms of classes** | | **Number  of hours** | **ECTS credits calculation** | |
| **Contacting hours with academic teacher** | |
| Lecture (L) | | 10  (on-line) | 0.250 | |
| Seminar (S) | | 15 | 0.375 | |
| Discussions (D) | |  |  | |
| e-learning (e-L) | |  |  | |
| Practical classes (PC) | |  |  | |
| Work placement (WP) | |  |  | |
| **Unassisted student’s work** | | | | |
| Preparation for classes and completions | | 15 | 0.375 | |

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| 1. **Course objectives** | |
| C1 | Training for conducting classes with students as part of doctoral studies; acquisition of selected, basic knowledge and skills in the field of university education. |
| C2 | Stimulating psycho-pedagogical reflection and encouraging to own research in the field of medical education. |
| C3 | Acquiring competencies (understanding, skills, attitudes, motivation) necessary for learning and improvement (lifelong learning). |

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| 1. **effects of learning** | |
| **Number of effect of learning** | **Effects of learning in time** |
| **Knowledge – Graduate knows and understands:** | |
| W1 | issues related to distance learning and conducting classes with the support of e-learning platforms. |
| W2 | what reliable and validity assessment is (the features of good assessment and the types and methods of assessment in higher education). |
| W3 | principles of planning and conducting classes using flipped classes. |
| W4 | the fundamentals of generative artificial intelligence and large language models, and their application and implications in the context of medical education. |
| **Skills– Graduate is able to:** | |
| U1 | select methods and tools adequate for distance learning. |
| U2 | design and evaluate a simple knowledge test based on various closed-question formats. |
| U3 | following the basic rules of preparing a presentation. |
| U4 | crafting effective prompts that are tailored to the needs of medical and health science education |
| U5 | assessing the effectiveness of different types of prompts in enhancing teaching and learning processes, integrating considerations of diversity, equity, and inclusion in prompt design. |
| **Social Competencies – Graduate is ready for:** | |
| K1 | understanding educational role and the importance of pedagogical preparation for the work of an academic teacher |

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| 1. **Classes** | | |
| **Form of class** | **Class contents** | **Effects of Learning** |
| Lectures (online) | Part I: Tailoring GenAI and LLMs in Medical Education  Part II: Prompt Engineering for Teaching and Learning  Part III: Accelerating Student's Learning with ChatGPT | W4 U4-U5 |
| Seminars | 1. Assessment and feedback - why is it important to do both in class? (Prof. Panczyk)  2. Difficult situations in the teacher's work and adapting the content to the diversity of groups (dr Cieślak)  3. Public speaking and the art of presentation (dr hab. Jaworski)  4. Flipped classroom - From Theory to Practice (dr hab. Jaworski)  **Attention!**  Seminar classes can be carried out in person. | W1-W3  U1-U3  K1 |

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| 1. **Literature** |
| **Obligatory** |
| 1. Teaching Methods for Inspiring the Students of the Future: <https://youtu.be/UCFg9bcW7Bk> 2. Writing Multiple Choice Test Questions: <https://youtu.be/irqXYvVnzbk> 3. Case SM, Swanson DB. Constructing written test questions for the basic and clinical sciences. Philadelphia, PA: National Board of Medical Examiners; 1998 Oct 20.: [https://www.researchgate.net/publication/ 242759434\_Constructing\_Written\_Test\_Questions\_For\_the\_Basic\_and\_Clinical\_Sciences](https://www.researchgate.net/publication/242759434_Constructing_Written_Test_Questions_For_the_Basic_and_Clinical_Sciences) 4. Boland RJ, Lester NA, Williams E. Writing multiple-choice questions. Academic Psychiatry. 2010 Jul;34(4):310-6.: <https://link.springer.com/article/10.1176%2Fappi.ap.34.4.310> |
| **Supplementary** |
| 1. Biggs J, Tang C. Teaching for quality learning at university, 4th edtition. McGraw-hill Education (UK); 2011. |

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| Verifying the effect of learning | | |
| **Code of the course effect of learning** | **Ways of verifying the effect of learning** | **Completion criterion** |
| W4 U4-U5 | *Completion of the on-line course available on the university e-learning platform:* [*https://e-learning.wum.edu.pl*](https://e-learning.wum.edu.pl) | Obtaining at least 51% of the points when tested on the platform. |
| W1-W3  U1-U3 | *Final Project –* Flipped classroom project | 180 Degree Scoring Checklist |
| W1-W4  U1-U3 | *Final exam – Problem-solving 50 questions* | 2.0 (Fail): Less than 51% of total points  3.0 (Satisfactory): 51-60% of total points  3.5 (More than satisfactory): 61-70% of total points  4.0 (Good): 71-80% of total points  4.5 (Very good): 81-90% of total points  5.0 (Excellent): 91-100% of total points |

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| 1. **Additional information** *(information essential for the course instructor that are not included in the other part of the course syllabus e.g. if the course is related to scientific research, detailed description of, information about the Science Club)* |
| Department of Education and Research in Health Sciences, Faculty of Health Sciences, Litewska 14/16 St., 00-581 Warsaw  [zakladdydaktyki@wum.edu.pl](mailto:zakladdydaktyki@wum.edu.pl) tel. 22 57 20 490  <https://nzd.wum.edu.pl/>  **Attention!**  Seminar classes can be carried out in person.  A detailed description of the final project constituting the basis for passing the course can be found on the website: <https://e-learning.wum.edu.pl/en/login/index.php> |