JAGIELLONIAN UNIVERSITY
IN KRAKOW

Ars Docendi

Center for Teaching Excellence

activities:

Creation of a Community of Learners

Iwona Maciejowska

Once upon a time

King Casimir the Great founded JU (in **1364)**

In 1400, JU has been refounded and modernized thanks to a donation by **Queen Hedwig** and **King Ladislaus Jagiello**

Collegium Maius (XV)

Time flies

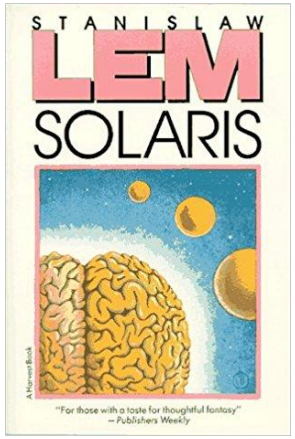
Collegium Novum 1887

Auditorium Maximum 2005

3rd Campus 1999 - 2018

Famous students, alumni and professors

- **Nicolaus Copernicus**
- **Karol Olszewski –** N_2, O_2, CO_2 condensation
- **Tadeusz Banachiewicz -** mathematical theory of 'Cracovians', asteroid 1286 = Banachiewicza
- **Roman Ingarden -** philosopher
- **Stanisław Lem –** science fiction writer
- **Wisława Szymborska –** Nobel Prize winner for literature



New challenges

16 Faculties, 48 Disciplines

47 000 students

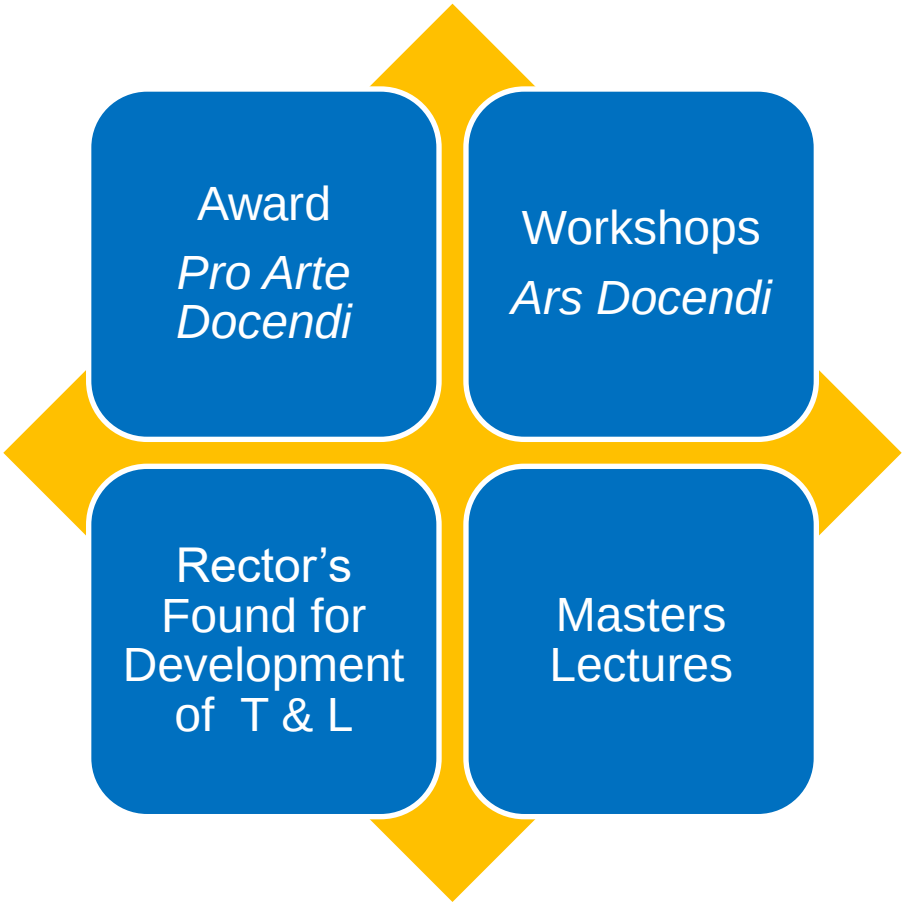
University teachers - 3700

Professors – 1050

krakow.naszemiasto.pl

How to assure high quality of teaching?

‘Ars Docendi’ as a part of quality policy (**2004)**



2014 – **Center for Teaching Excellence Ars Docendi** has been established

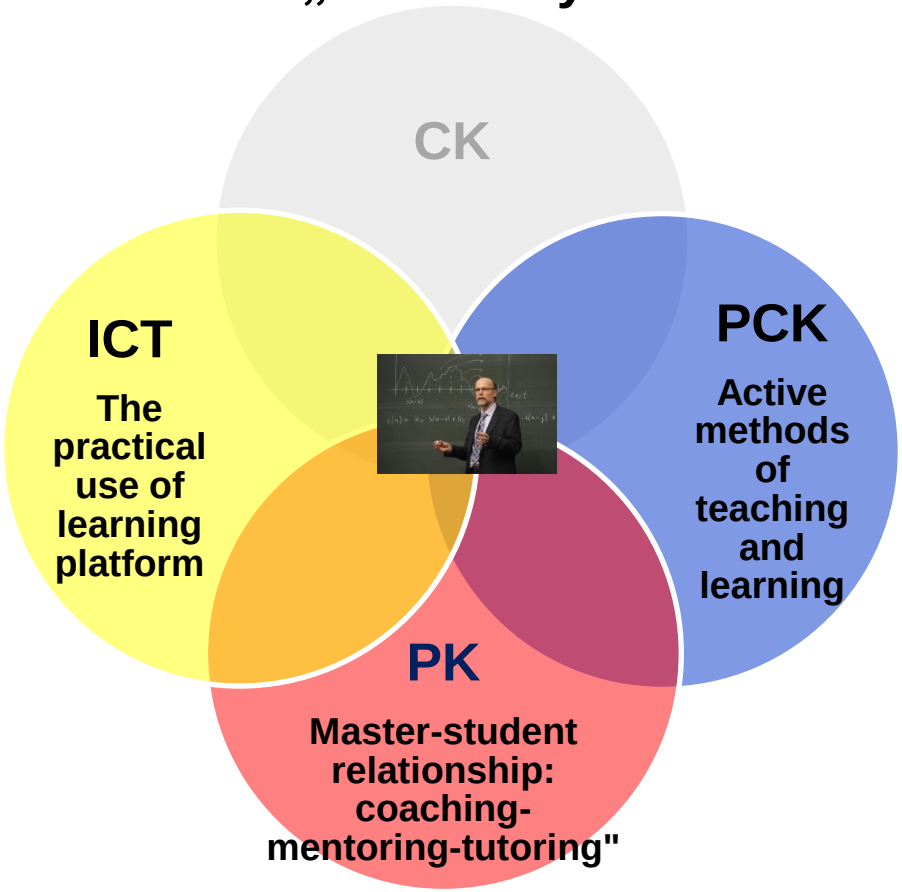
Yearly activities

- **15-20 courses, Up to 350 participants**
- Biannual conference **„Ars Docendi – development of profesional competences of teachers and doctoral students**
- Consultations, support for teachers and departments

Continuous Professional Development

TPAC model

basic course „University education” + specialized courses



And many others e.g.:

- „Art of Communication“
- „How to design the course”
- „Intercultural Competences”
- „Evaluation of student progress in the area of knowledge, skills and social competences“ 2 editions

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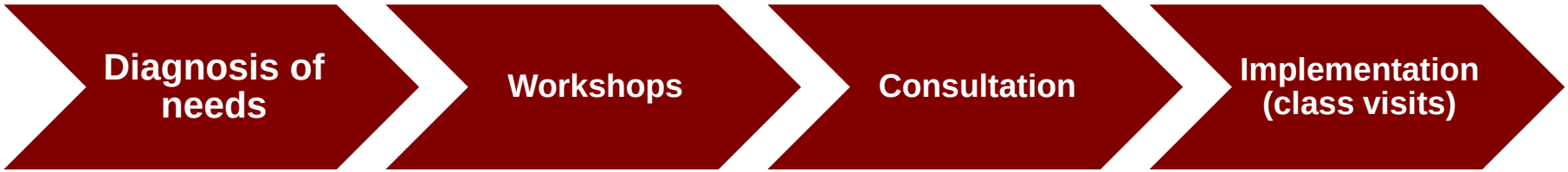
Project „Ars Docendi” (ESF)

2.11.2017 – 31.10. 2019



European Union
European Social Fund

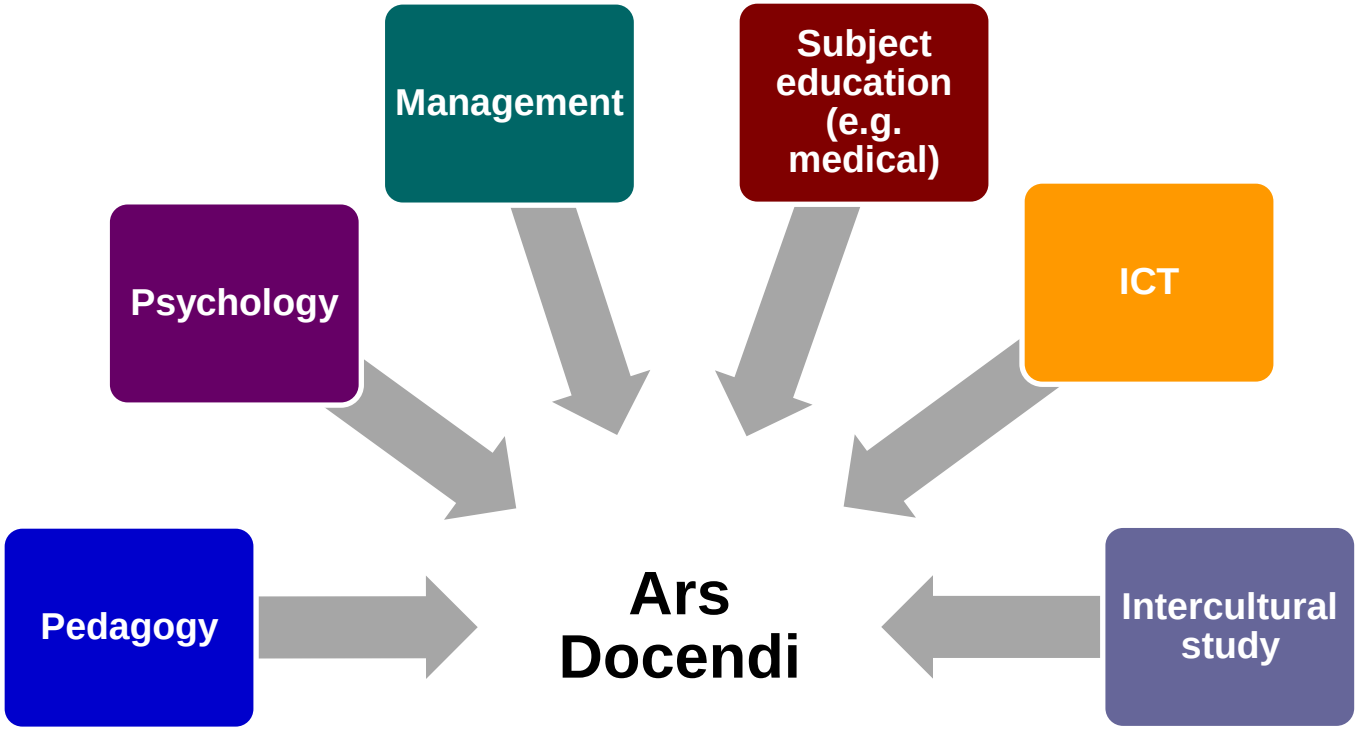
Community of Learners

- „Can be defined as a group of **people who share values and beliefs** and who actively **engage in learning from one another** — learners from teachers, teachers from learners, and learners from learners.
- They thus create a **learning-centered environment** in which students and educators are actively and intentionally constructing knowledge together.”

http://learningandtheadolescentmind.org/ideas_community.html

https://henselerr0401.wordpress.com/

Ars Docendi **teaching staff** represent various fields of expertise

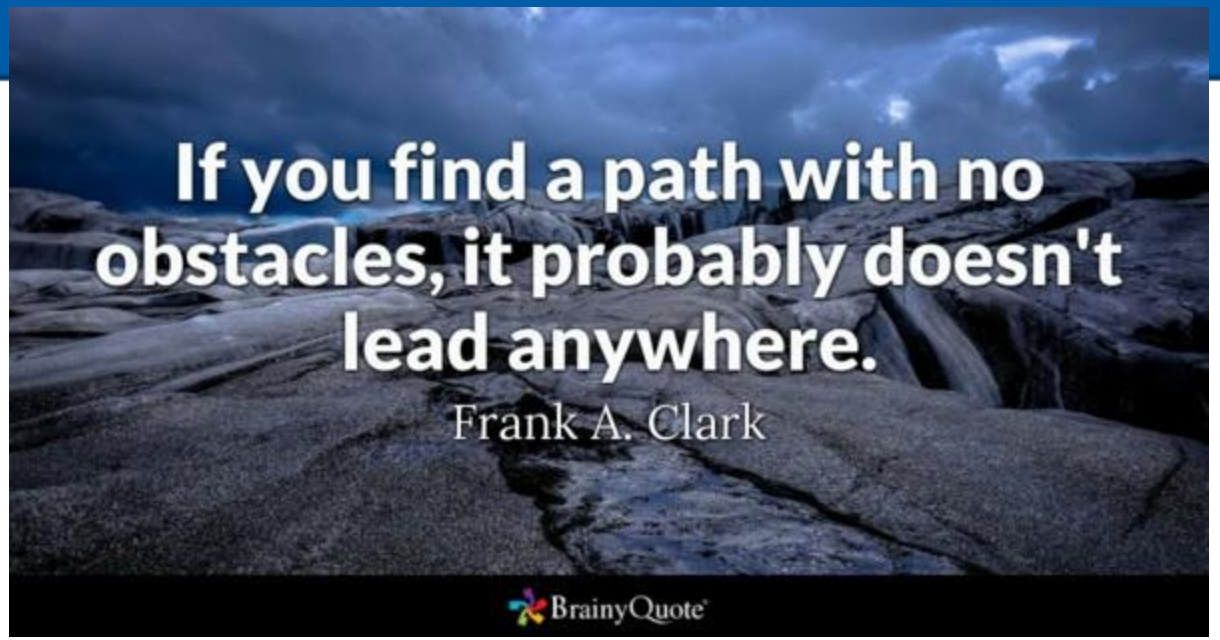


Ars Docendi **participants** represent various levels and fields of expertise, age, scientific degree

https://4vector.com/free-vector/variety-of-people-silhouette-vector-27799

- Doctoral students benefit from exchange of experiences with older participants.
- Professors refresh their attitudes due to cooperation and colaboration with younger colleagues.
- Teaching staff – developed their competences due to diversity of participants and their stories, questions, problems.

http://www.waurnpondssc.com.au/news-offers/2017/10/wheres-wally-competition-winners



- A fear of losing face,
- Unexperienced participants (can) become passive and not focused on the task
- Long (sometimes side) discussions,
- ….

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TeachEx

ERASMUS PLUS EU Project

Active methods of teaching & learning based on problem and project - piloted module

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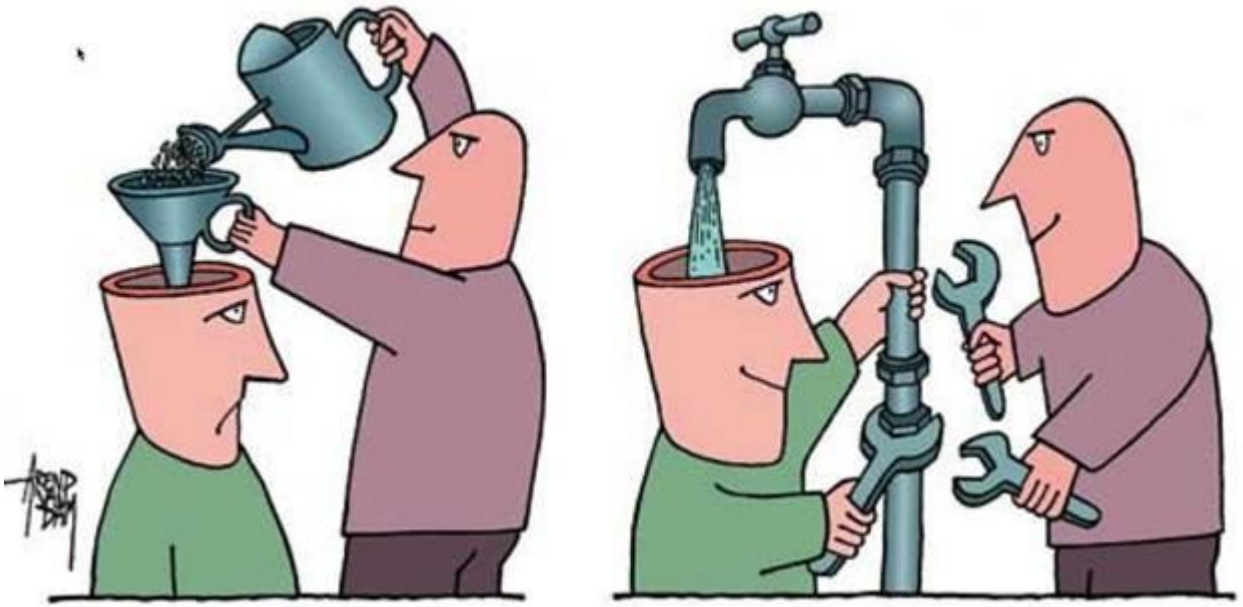
To teach PBL using PBL



TEACHEX

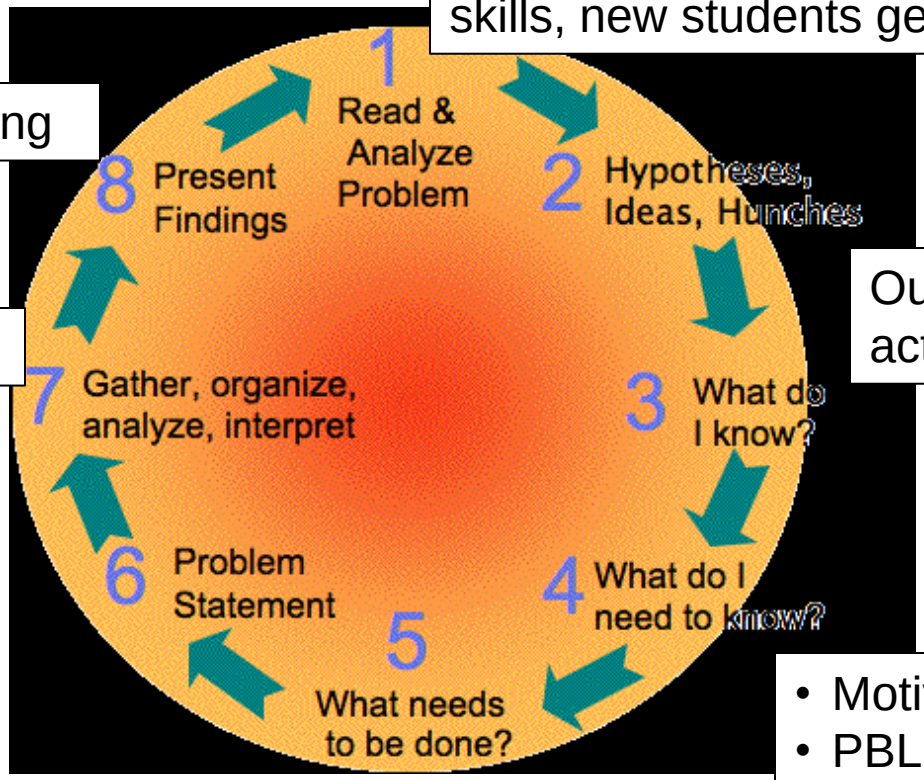
https://www.deafenterprise.eu/index.php/tasks/problem-based-learning

1st meeting

A story: experienced teacher, 21st century skills, new students generation,

2nd meeting

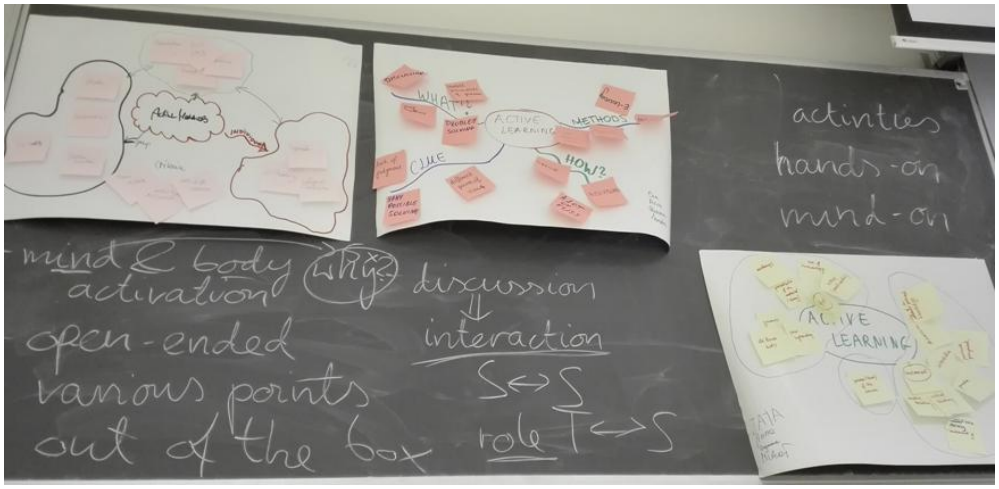
Mostly on-line



Our own definition of active methods of T&L

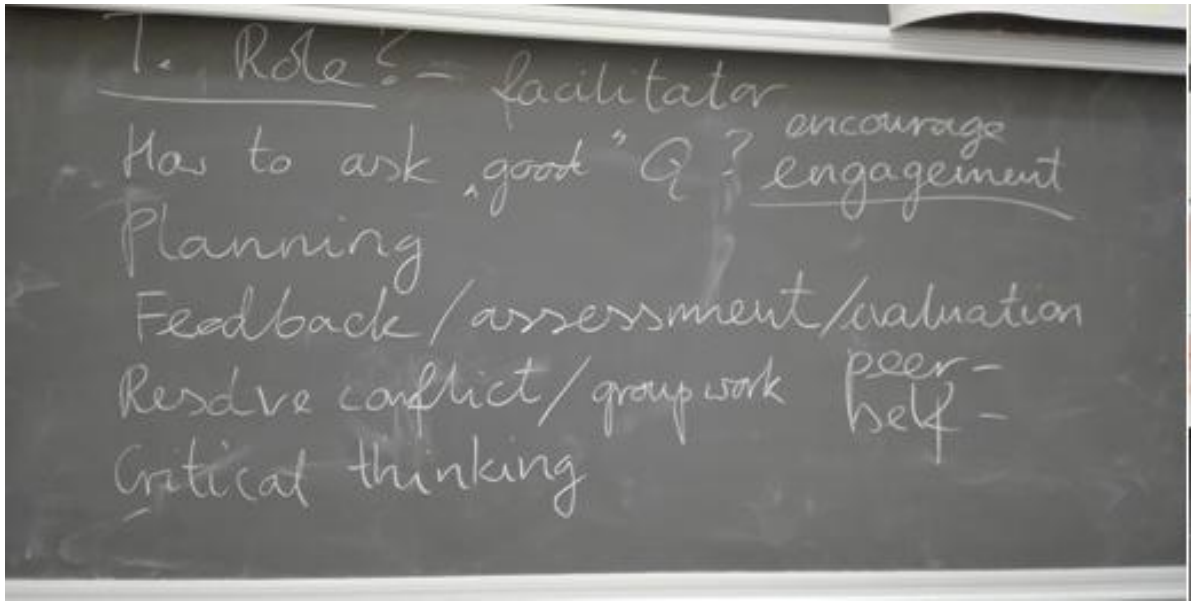
- Motivation,
- PBL structure,
- Team work,
- Assessment

https://esseacourses.strategies.org/inquiry.html



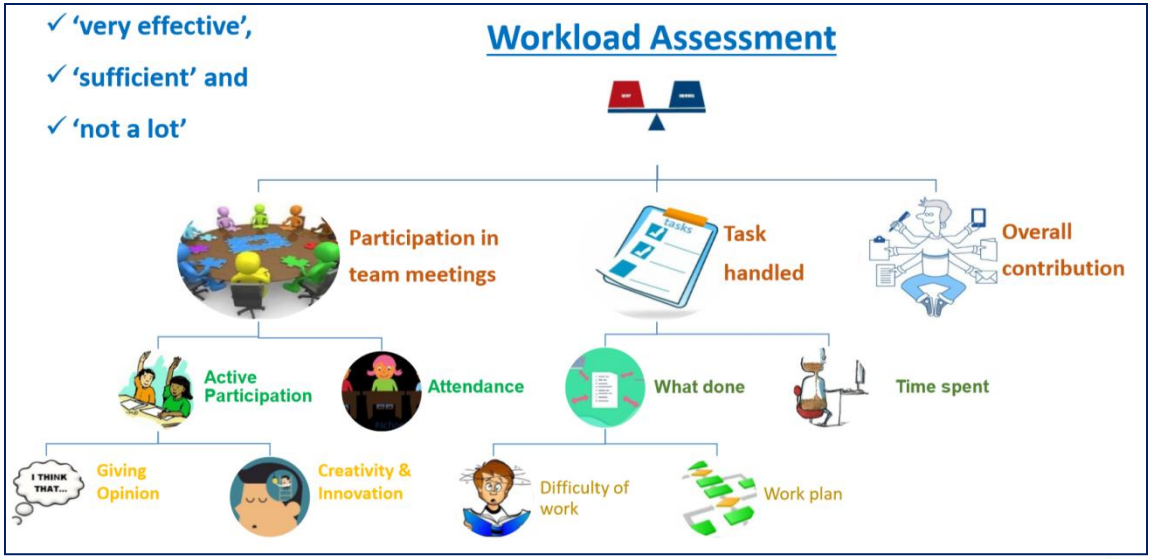
Definition of
active method of T& L

List of
learning outcomes

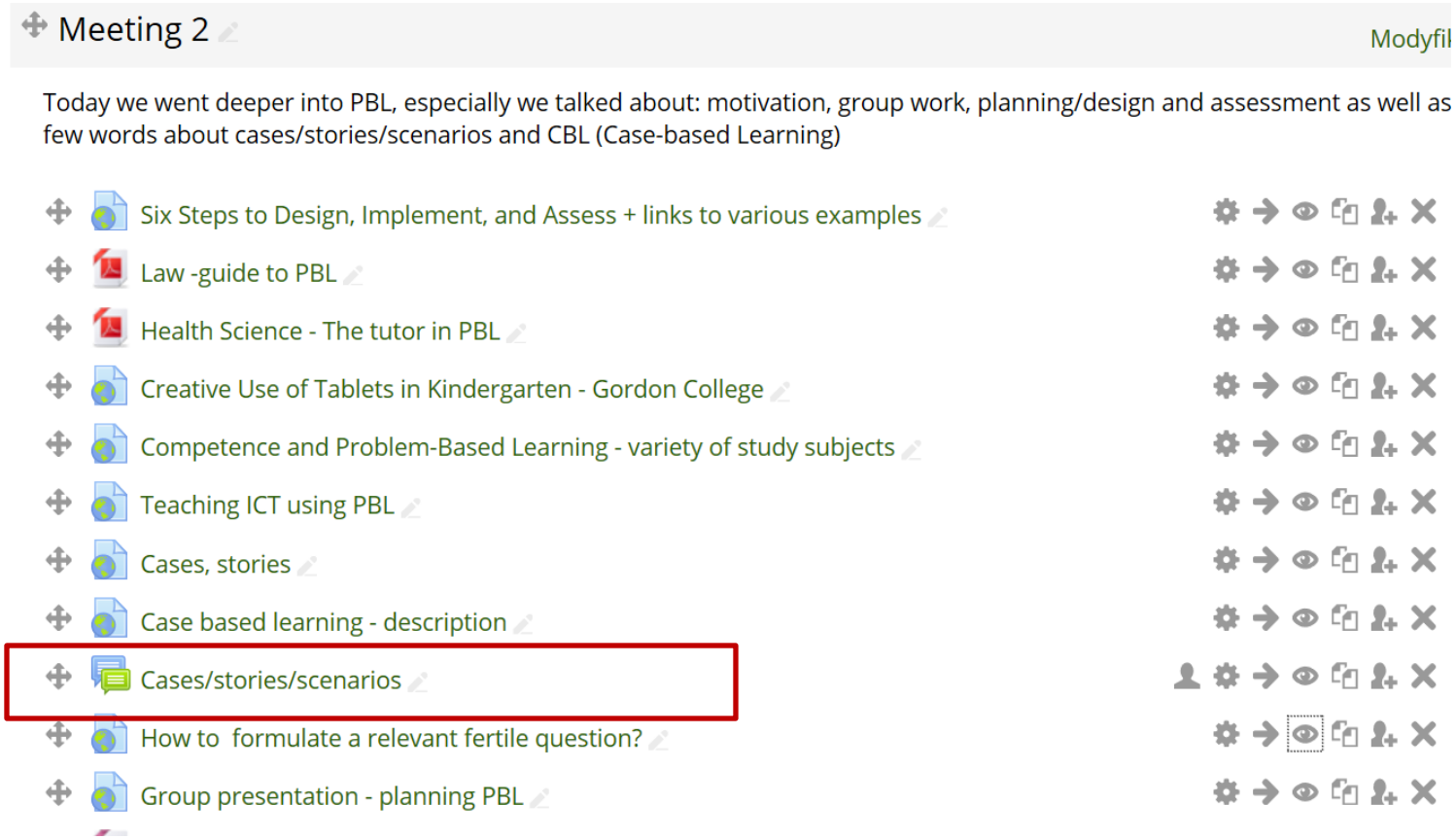


WORKLOAD ASSESSMENT IN PBL

JAYASRAVANTHI MOKKAPATI
JAGIELLONIAN UNIVERSITY IN KRAKOW,
14TH NOVEMBER 2017



A set of resources collected by participants and the teacher on-line



Final presentations

- "Rocks from heavens" – principles of a meteorite identification (Geology)
- "Lost in Disorder" devoted to the poetry of John Milton (English literature)
- "New hope for depression?„ (Psychiatry)
- "Rare diseases“ (Public health)
- Human lactation (Midwifery)
- Pharmaceutical companies conspiracy – analysis of acetaminophen tablets available on the market (Chemistry)
- Mechanism of sex determination and germ cell differentiation (Biology)

Human lactation

vs

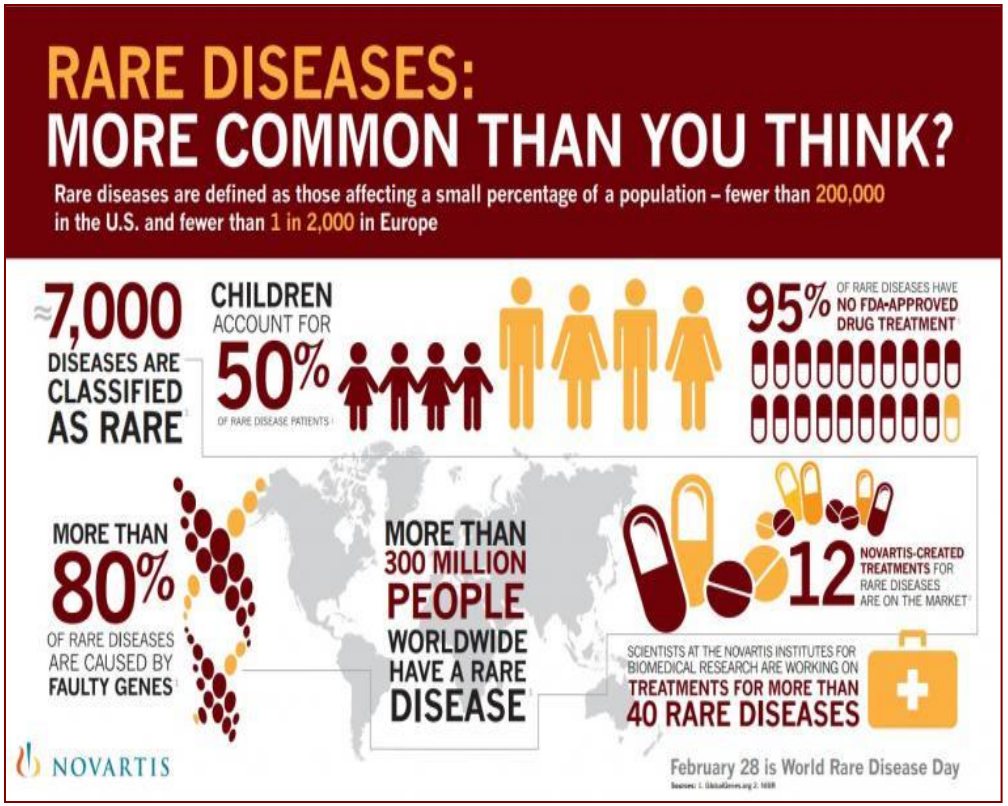
Mechanism of sex determination and germ cell differentiation

The parliamentary debate on partner relationships.

The phenomenon of same-sex relationships is contradictory to nature, and projects contrary to the constitution, harmful, unjust, violate the principle of equality, the right to intimacy, aesthetics and morality - said Krystyna Pawłowicz from the Law and Justice party who spoke in the debate.

What is natural among organisms… isn't a question for biologists?

1. Presentation of projects by particular groups.
2. Evaluation of proposals presented by individual groups.
3. Voting on the best solutions.
4. An attempt to answer the question posed at the beginning of the classes

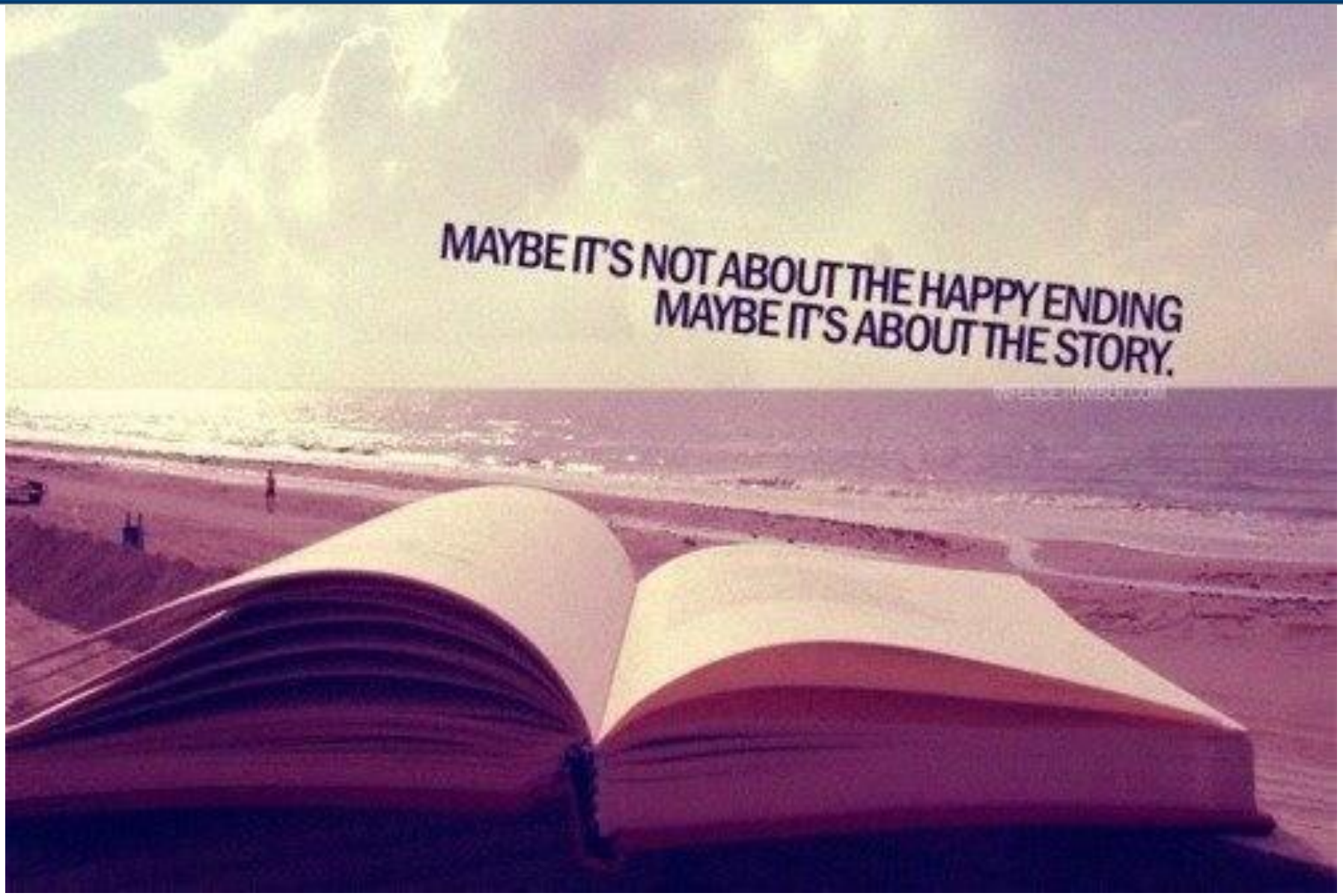


RUBRICS FOR ASSESSMENT OF PBL SCENARIO

	Definitely need improvement	OK, but could be even better	Excellent
Scenario/case	Absent or very simply Dry,	not too simply, not too short, The hook is "artificial" e.g. a letter prepared by a teacher	Real(istic), related to professional life, relevant and interesting for students, provocative, decision forcing, not too simply, not too short, not too long, complex/multistage, logical structure The hook – e.g. real newspaper story, website news, videoclip
Problem /question	Absent or very simply Question points/prefers particular point of view	Open ended Learning outcomes are presented by teacher to students	Open ended Answer have general applicability, require decision making, allows presentation of various points of view, Based on a problem students are able to propose learning outcomes (what they need to learn) and decide what to do
Learning outcomes	Only knowledge – related LO some of them are SMART,	Majority of them are SMART, Understandable for students,	SMART (S-simply/specific. M-measurable, A-Achievable, R-relevant/realistic, T –timely defined/time-bounded Distinction between learning outcomes and educational goals (if necessary)

RUBRICS FOR ASSESSMENT OF PBL SCENARIO (2)

	Definitely need improvement	OK, but could be even better	Excellent
Final product	Absent or very simply (e.g. limited to a presentation of a new part of knowledge)	Typical – presentation, report	Problem solution , well defined, tailored to the LO,
Schedule	All tasks are presented to students (step by step)	Students - group members will know what to do (learn) and when to do (e.g. present what they learnt)	Clear, realistic (both: time and resources), group members will discover what they don't know and decide what to do (learn) and when to do and how Allows students to make mistakes and experience its consequences
assessment	General teacher's (and/or students) impressions about involvement in the group work or/and quality of final product	check-list, assessment of product, group-based assessment, mostly hard knowledge and skills (subject related)	criteria, rubrics, process and product, individual and group, soft and hard skills/competences, students participate in development of assessment criteria



http://blog.yogisanonymous.com/2013/04/11/its-the-story-not-the-ending/

If you like to visit our city
and share your expertise in CPD of academics
join us in Krakow

10th December 2018

the National Conference „Ars Docendi”

ars.docendi@uj.edu.pl