

**SESSIONS**  
**The International Conference**  
***Masters of Didactics. Enhancing the teaching competences of academic teacher***  
***within the non-competition implementation project***  
***entitled 'Masters of Didactics'***  
***under the Operational Programme Knowledge Education Development***  
***co-financed from the funds of***  
***the European Social Fund (OP KED)***  
***No. POWR.04.03.00-00-0074/17***

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**Sessions** *(alphabetic):*

Approaches and methods - how to design the structure, tools and content of courses.....	2
Approaches and methods – how to involve the students in the learning process.....	3
Creative didactic solutions for online teaching.....	4
Developing Students’ Professional Skills.....	5
Online teaching cases.....	6
Methods on how peer tutoring can support students’ reflective learning process and develop students’ skills and competencies.....	7
Perspectives on Teaching.....	8
Portfolios as a key component in innovative online and offline learning environments .....	9
The tutoring model as a catalyst for the rethinking of Polish higher Education.....	10
Tutoring for student growth and professional development of teachers .....	11

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## **Approaches and methods - how to design the structure, tools and content of courses**

**Chair:**

Elise Kleivane, University of Oslo

**Description:**

Course-designing: design thinking and design methods, has become an increasingly important topic in education. The presenters will share their work and experience from different areas of study. The relatively new situation with online teaching is of particular interest in these times.

**Presentations:**

1. System Approach to Course Design
  - *Dominik Skowroński*
2. Tutoring in Teaching Art History – Effective Methods and Strategies on the Example of Medieval Art History Courses
  - Aleksandra Krauze
3. Competence Based Programme in Health Professionals
  - *Aleksandra Stupak*
4. Universal Design for online Teaching of Engineering Subjects
  - *Elżbieta Zienkiewicz, Katarzyna Jach*

*Each presentation should last a maximum of 10 minutes.*  
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## **Approaches and methods – how to involve the students in the learning process**

**Chair:**

Siren Leirvåg, University of Oslo

**Description:**

SCL allows for activities such as students as teachers, students as assessors, students as feedback providers, and students as collaborators. The presentations will show and share reflections on the value of SCL in education and the importance of creating a safe environment.

**Presentations:**

1. Enhancing student's potential by creating safe space to get the best out of them
  - *Anna Brdulak, Agnieszka Licznerska, Kamila Ludwikowska*
2. Tutoring in education of Gen Z students
  - *Katarzyna Gdowska*
3. Small group teaching in science classes
  - *Joanna Janik-Kokoszka*
4. Application of tutoring in teaching basic subjects to veterinary students with problems with progress in studying and motivation
  - *Monika Jamiol, Marta Kankofer, Witold Kedzierski, Jacek Wawrzykowski*

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## **Creative didactic solutions for online teaching**

*Creative didactic solutions on how to activate students' learning in online education.*

**Chair:**

Jan F. Deinum, University of Groningen (NL)

**Description of session:**

The past year, due to the COVID19 pandemic the academic world suddenly had to move to online education. This caused many challenges for academic teachers on how to active students' learning online. As a result, many teachers started to rethink their didactics and tutoring and came up with creative solutions.

In this session some of these creative solutions will be shared and we will discuss how these solutions could be useful when we go back to face to face teaching.

**Presentations:**

1. Modern didactic methods in teaching Molecular Biology
  - *Agnieszka Zajkowska*
2. Online Circuit Simulators as a Distance Learning Tool for Electrical Engineering Students
  - *Bernard Fryśkowski*
3. Building a "Master of Didactics" knowledge-sharing community along Tutors and Tutees at Wrocław University of Science & Technology via social media and online platforms
  - *Elżbieta Komarzyńska-Świeściak, Anna Leśniewicz*
4. Mentoring in cyberspace
  - *Joanna Kulesza*

*Each presentation should last a maximum of 10 minutes.*

*After the four presentations there will be a plenary discussion with a focus on what we can learn from these online experiences for future face to face education.*

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## Developing Students' Professional Skills

**Chair:**

Harriet Harper and Clare Bentall, UCL Institute of Education

**Description:**

In this session the presenters examine how innovative approaches to tutoring can develop students' professional and employability skills, whether through the preparation of academic articles, creating a film animation or practising clinical reasoning. The presentations cover a range of disciplinary contexts, from clinical and healthcare environments to tourism and demonstrate the benefits of asking learners to be actively involved in their learning.

**Presentations:**

1. The method of practical project in educating students,
  - *Anna Mazurek*
2. Clinical reasoning and tutoring; how to combine it effectively,
  - *Magdalena Szopa*
3. Sensory strategies course in tutoring model for students of physiotherapy,
  - *Sylwia Mętel*
4. Tutoring as a tool for improving student skills,
  - *Marta Baraniak*

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## Online teaching cases

*Online teaching cases on how to activate students' learning in online education.*

### Chair:

Jan F. Deinum, University of Groningen (NL)

### Description of session

The past year, due to the COVID19 pandemic the academic world suddenly had to move to online education. This caused many challenges for academic teachers on how to active students' learning online. As a result, many teachers started to rethink their didactics and tutoring and came up with different approaches how to teach and tutor online.

In this session some of these cases will be shared and we will discuss how these solutions could be useful when we go back to face to face teaching.

### Presentations:

1. Embodiment of academic excellence and autonomy through academic tutoring implementation – models and examples from the 'heartland' at the University of Gdańsk
  - *Beata Karpińska-Musiał, Ewa Szymczak*
2. Microbiology online - my experience after study visit
  - *Beata Sokół-Leszczyńska*
3. Developing Speaking Skills Online for 1st-year BA Students of English Philology Through Personalized Tutoring Tasks: A Case Study
  - *Łukasz Borowiec*
4. Implementation of tutoring at Wrocław University of Science and Technology – project management perspective and experiences
  - *Piotr Rutkowski, Anna Stanclik*

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## **Methods on how peer tutoring can support students' reflective learning process and develop students' skills and competencies.**

**Chair:**

Rune Thostrup and Jens Laurs Kærsgaard, Aarhus University

**Description:**

Tutoring is often praised for its' potential for empowering students and for enhancing critical thinking. Peer tutoring is especially suited for this purpose since it allows for the students to engage in activities often exclusively undertaken by teachers.

Peer tutoring allows for activities such as; students as teachers; students as assessors, students as feedback providers; and students as collaborators.

This session gives inspiration on how to design specific peer tutoring activities and the four presentations will share results and reflections from their tutoring experiments.

**Presentations:**

1. Creative thinking in Applied Microbiology – tutoring for Biotechnology students
  - *Sylwia Jafra*
2. Teaching together - effective involvement of Students into teaching process
  - *Katarzyna Węgrzyn*
3. Peer Tutoring to enhance visual literacy using videos
  - *Małgorzata Pietrzak*
4. Tutoring and backward design versus problem-centered approaches in language education
  - *Barbara Muszyńska*

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## Perspectives on Teaching

**Chair:**

Harriet Harper and Clare Bentall, UCL Institute of Education

**Description:**

This session will focus on diverse perspectives on teaching and learning within the complex world of higher education. The presentations in this session raise questions about approaches to teaching and learning more broadly and tutoring, in particular. The first two presentations focus on activities that can enhance learning, considering approaches drawing on gaming, and other psychological based techniques. The second two look at issues associated with the demands of learning online and the debate around support through tutoring for the brightest or the students who struggle the most.

**Presentations:**

1. How to teach effectively,  
– *Estera Okoń*
2. Distinguish (yourself) someone else,  
– *Gertruda Gwóźdź, Monika Potyrała*
3. Teaching with and against the Machine,  
– *Adam Kubiak*
4. Academic tutoring – between the neoconservative myth of elitism and emancipation of those who need appreciative support,  
– *Jaroslav Jendza*

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## **Portfolios as a key component in innovative online and offline learning environments**

**Chair:**

Martin Valcke, Ghent University

**Description:**

The four contributions mirror the integrated use of portfolios in a variety of knowledge domains (a.g., psychology, dentistry, humanities ...). The contributions help developing a very wide understanding of the implementation of portfolios: mapping students needs (PhotoVoice), continuous documentation of learning progress of students, monitoring and documenting student progress ... The examples are very informative since they stress the presenters' approach to an integrated use of the portfolio solutions.

**Presentations:**

1. Using portfolio method in training of forensic court psychologist
  - *Maciej Bożek*
2. Portfolio - final credit in dentistry?
  - *Leszek Szalewski*
3. PhotoVoice as a needs assessment tool for foreign students learning Polish for academic purposes
  - *Katarzyna Ziolo-Puzuk*
4. Formative assessment and evaluation tools useful in humanities tutoring
  - *Justyna Budzik*

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## **The tutoring model as a catalyst for the rethinking of Polish higher Education.**

**Chair:**

Martin Valcke, Ghent University

**Description:**

The four contributions bring together papers that offer a reflective stance from an institutional point of view on Polish higher education. They initiate a reflection about the changes that are and have been invoked in the educational system because of the adoption of a tutoring model. The four contributions present as such a nice panorama and vistas of the 'meaning of education', the 'university of the future', teaching standards and a rethinking of the nature of learning outcomes.

**Presentations:**

1. Tutors and Tutees: In the Search of the Meaning of Education
  - *Kijonka Justyna, Mamet Michałkiewicz Marta*
2. The Masters of Didactics program as a toolkit to co-create a university of the future
  - *Chromińska Dorota, Wesołowska Judyta, Słomczyńska Małgorzata*
3. Tutoring and standardized teaching in higher education institutions in Poland
  - *Czernik Jakub*
4. The impact of institutional tutoring on college students' emotional learning outcomes
  - *Łodej Monika*

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## **Tutoring for student growth and professional development of teachers**

**Chair:**

Sarah Robinson and Annika Büchert Lindberg, Aarhus University

**Description:**

This session is divided into two parts each consisting of two presentations followed by a 10 minutes panel discussion. Questions and comments during the presentations will be collected through an online Q&A session in Mentimeter.

**Presentations:**

Tutoring for student growth:

1. Evidence-based midwifery practice – my tutoring model with midwifery students by *Katarzyna Maria Wszolek* (8 minutes)
2. Personal tutoring as an efficient tool for building student's self-confidence by *Elżbieta Wojaczyńska and Katarzyna Holewik* (8 minutes)
  - Panel discussion (10 minutes)

Professional development of teachers:

3. To be a reflective teacher by *Karolina Wawer* (8 minutes)
4. A reflection about a reflection by *Piotr Artukowicz* (8 minutes)
  - Panel discussion (10 minutes)
  - Final plenary discussion (5 minutes)

Tutoring for student growth: The two presentations focus on how tutoring can support student growth, self-confidence and empower self-directed learning.

Professional development of teachers: The two presentations focus on the power of reflection in professional development of teaching both at the individual level and with others.