Course unit title: University and its functions in science					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Obligatory/Basic module				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	Lecture	15	E	2
TOTAL			15	E	2

Course/module coordinator	dr hab. prof. US Angelo Rella
Course instructor	dr hab. prof. US Angelo Rella
Course/module objectives	Scientific knowledges, on one side, have indubitably brought great gains to humanity. But, on the other side, they made possible, sometimes generated, our existing worldwide crises (e.g., crisis of global warming). This means realistically that we should urgently and seriously think about a reform in university system in such a way that its purpose is not just knowledge, but wisdom. The course, starting from the humanistic assumptions of the birth of the university in Europe and of the conception of modern science and of the relationships between humanistic thought and technical-scientific knowledge, poses the urgency of the challenge for the new university system for the future. A system that must necessarily rethink itself starting from the assumptions that knowledge implies a new ethics of responsibility (F. Bacon, H. Jonas) and that knowledge, as shown by the humanists in the Renaissance is transdisciplinary and that a search for truth and the common good regardless from it is doomed to failure.
Prerequisites	Course participants are required to have completed a master's degree or equivalent in the discipline of Education

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP1	The student will be aware of the necessity of transdisciplinary research, and also about principles and concepts concerning relations among humanistic thought and technical-scientific knowledge, and university.	SD_W03
	2	EP2	The student will be aware of the importance of disseminating the results of scientific research activity (popularized form, transfer to the social or economic sphere and commercialization of the results of scientific activity) to be done in a transdisciplinary way.	SD_W06
Skills	1	EP3	The student can develop and use originals and creative methodological solutions based on humanistic foundations to integrate with other areas of knowledge in an interdisciplinary way.	SD_U04
	2	EP4	Thanks to the broadening of perspective offered by a humanistic and trans-disciplinary approach, the student can communicate widely understandable information and opinions to a wide audience.	SD_U07
Social competencies	1	EP5	The student, after having understood the importance of the connection between humanistic and scientific thought, is more aware of the social role of the researcher and is ready to fulfill social obligations and initiate the necessary actions.	SD_K03
	2 3	EP6	Aware of the importance of a humanistic openness, the student is ready to act according to ethical principles applicable in creative work and in interpersonal relationships and development and dissemination of the ethos in the scientific and professional environment.	SD_K06
		EP7	The student is ready to think and act in an interdisciplinary way independent, creative and will be able to initiate initiatives in the creation of ideas that sink their roots in the harmful humanistic experience and in the search for wide-ranging	SD_K07

			innovative solution	

CONTENT	Semester I	No. of hours
Form of the course:	I	
1 From the Birth of the University in Europe to Modern Science	I	6
2 Imagine the World to Create the World: Humanistic Thought and Technical and Scientific Knowledge	I	4
3 The Challenges of the New University System for the Future	I	5

Modes of delivery	Face-to- face (or via Teams depending on Covid-19 Restrictions and the Government guidelines) information lecture, seminar lecture with discussion	
Assessment methods		No. of learning outcome from the syllabus
	exam	EP1, EP2, EP3, EP4,
	Preparation of project / essay	EP5, EP6, EP7
Grading criteria		
	Principles for calculating a grade for the course	
Basic reading	P. Baker, *Italian Renaissance Humanism in the Mirror*, Cambridge University Press, 2017. C-. G. Nauert, *Humanism and the Culture of Renaissance Europe,* Caambridge University Press, 2006. H. Jonas, *The Imperative of Responsibility. In search of an ethics for the technological Age*, The University of Chicago Press, Chicago - London, 1984. N. Maxwell, *How Universities Can Help Create a Wiser World: The Urgent Need for an Academic Revolution*, Imprint Academic. 2014. S. Collini, *What are Universities For?* Penguin Books, London 2012. J.F. Wyjatt, *Ortega y Gasset's Mission of the University: an Appropriate Document for an Age of Economy?* Studies in Higher Education, SRHE, Vol. 6, 1981, p. 59-69. N. Oreskes, *Why Trust Science?* Princeton University Press, 2019. A. Fragio, J. R. Velasco (ed.), *Contemporary Approaches in Philosophical and Humanistic Though,* Aracne Editrice, Rom, 2017. D. Melé, *The Challenge of Humanistic Management*, Journal of Business Ethics 44 Kluwer Academic Publishers, 2003, 77–88.	
Supplementary reading	Students will receive handout materials useful to the course during meetings.	

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	1
Preparation for contact hours	10
Private reading and studying	5
Participation in tutorials	
Preparation of project / essay / etc.	9
Preparation for test / exam	10
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Philosophy of mind	
Unit: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module:	

Mode of study:	Name of field of study: Humanities	Discipline of study: Philosophy
Course / module status: Obligatory/ basic module		Language of instruction: English

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	Lecture	15	ZO	2
TOTAL			15	ZO	2

Course/module coordinator	dr hab. Karol Polcyn
Course instructor	dr hab. Karol Polcyn
Course/module objectives	To introduce students to some of the key issues in contemporary philosophy of mind
Prerequisites	Logic or philosophy course at the BA level

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	knows and understands at an advanced international level some of the key problems from within a discipline related to the student's area of research.	SD_WO2
Skills	2	EP 2	can critically analyze, synthesize and interpret the results of scientific investigations, expert activity and other creative work; can evaluate the original impact of such results.	SD_U03
Social competencies	3	EP 3	Is ready to think and do research in a creative and independent way, shows the initiative to create new ideas and search for innovative solutions.	SD_K07

CONTENT	Semester I	No. of hours
Form of the course: Discussion	I	
1 Phenomenal consciousness and phenomenal concepts	I	3
2 The knowledge argument and the nature of phenomenal knowledge	I	3
3 Modal arguments against physicalism	I	3
4 Phenomenal concepts and the nature of phenomenal states	I	3
5 The intuition of distinctness	I	3

Modes of delivery	Lecture and discussion on the basis of original texts.	
Assessment methods		No. of learning outcome from the syllabus
	essay	EP 1, EP 2, EP 3
Grading criteria	Principles for calculating a grade for the course: the grade for the essay is equivalent to the grade for the course	
Basic reading	1. David Chalmers, *The Conscious Mind*, Oxford University Press 1996 2. David Papineau, *Thinking about Consciousness*, Oxford University Press 2002 3. David Chalmers, *The Character of Consciousness*, chapter 6, Oxford University Press 2010 4. Brian Loar, Phenomenal States, in: *The Nature of Consciousness*, ed. N. Block, O. Flanagan, G. Guzeldere, MIT Press 1997 5. David Papineau, Phenomenal and Perceptual Concepts, in: *Phenomenal Concepts and Phenomenal Knowledge*, ed. T. Alter and S. Walter, Oxford University Press 2007	
Supplementary reading	1. Philip Goff, *Consciousness and the Fundamental Reality*, Oxford University Press, 2017	

DOCTORAL STUDENT WORKLOAD:	
	No. of hours
Contact hours	15
Participation in test / exam	0
Preparation for contact hours	3
Private reading and studying	20
Participation in tutorials	2
Preparation of project / essay / etc.	10
Preparation for test / exam	0
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Protection of intellectual property					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: obligatory/ basic module				Language of instruction: English	

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	lecture	15	ZO	
TOTAL		lecture	15	ZO	2

Course/module coordinator	dr Przemysław Katner
Course instructor	dr Przemysław Katner
Course/module objectives	Student has knowledge and skill to analyse the basic issues of the copyright and industrial property law
Prerequisites	Student has a basic knowledge of civil law.

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP1	Student knows and understands basic concepts and principles of the protection of industrial property and of copyright and the need for intellectual property management.	SD_W06
Skills	2	EP2	Student uses acquired knowledge in his activity.	SD_U05
Social competencies	3	EP3	Student is convinced of importance of behaving in professional manner and obeying rules of professional ethics.	SD_K06 SD_K08

CONTENT	Semester I	No. of hours
Form of the course: lecture	I	
1. Introduction to intellectual property law.	I	1
2. The scope of the act of 4 February 1994 on copyright and related rights	I	1
3. The subject of copyright	I	1
4. The content of copyright	I	2
5. The duration of author's economic rights	I	1
6. The transfer of author's economic rights	I	1
7. The protection of author's moral and economic rights	I	1
8. Criminal liability	I	1
9. The scope of the act of 30 June 2000 on law of industrial property	I	1
10. Inventions, utility models and industrial models	I	3
11. Trademarks and geographical indications	I	1
12. Pursuing claims on account of violating exclusive rights	I	1

Modes of delivery	Problem lecture, discussion	
Assessment methods		No. of learning outcome from the syllabus
	test	EP1, EP2, EP3
Grading criteria	The grade from the evaluation will be based on the test. The scope of test includes knowledge from lecture and legal acts and recommended literature. Multiple choice test with negative points. Final note depends on the amount of points earned from the test: 5 - 91-100% of points; 4,5 – 82-90,99% of points; 4,0 – 70-81,99 of points; 3,5 – 64-69,99% of points; 3,0 – 50-63,99 of points.	
	Principles for calculating a grade for the course	
	A grade from the course is an average from the 1st, 2nd and subsequent attempts to pass the course.	
Basic reading	Act of 30 June 2000 on law of industrial property Act of 4 February 1994 on copyright and related rights	
Supplementary reading		

DOCTORAL STUDENT WORKLOAD:

	No. of hours

Contact hours	15
Participation in test / exam	15
Preparation for contact hours	0
Private reading and studying	8
Participation in tutorials	10
Preparation of project / essay / etc.	0
Preparation for test / exam	2
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Modern University

Unit: Doctoral School at the University of Szczecin | Course unit code:

Faculty / Department providing the course / module:
Doctoral School at the University of Szczecin

Mode of study: | Name of field of study | Discipline of study:

Course / module status: obligatory/ basic | Language of instruction: English

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	Face-to-Face or Virtual (depending on Covid-19 Restrictions)	10	ZO	1
TOTAL		lecture	10	ZO	1

Course/module coordinator	Dr Alessandro Merendino, Coventry University (UK)
Course instructor	Dr Alessandro Merendino, Coventry University (UK)
Course/module objectives	- Understand what modern universities are - Understand the structure of modern universities - Understand the key principles of modern universities - Be able to compare international modern universities
Prerequisites	

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Understand how other universities around the world work	SD_W01
Skills	2	EP 2	Improve presentation skills (PowerPoint); improve writing skills (extended abstracts); improve skills related to synthesise key concepts.	SD_U03
Social competencies	3	EP 3	Improve skills at working collegially	SD_K05

CONTENT	Semester I	No. of hours
Form of the course: The course is divided into 5 classes (2 hrs each)		
1. Modern University: meaning and implications a) Definitions b) Ranking c) Why comparing d) University Performance e) Mobilities	I	2
2. Corporate governance in Modern Universities a) Corporate governance definition b) Corporate governance and university c) Strategies and university	I	2
3. Technology and Modern University a) How technology can help universities b) How technology can hinder universities c) How universities use and should use technologies	I	2
4. Compare Modern Universities in Italy and the UK	I	2
5. Compare Modern Universities around the world	I	2

Modes of delivery	Power point presentation, discussion	
Assessment methods		No. of learning outcome from the syllabus
	essay	EP 1, EP 2, EP 3,
Grading criteria		
	Principles for calculating a grade for the course	
Basic reading	Aguillo, I. F., Bar-Ilan, J., Levene, M., & Ortega, J. L. (2010). Comparing university rankings. *Scientometrics*, *85*(1), 243–256. https://doi.org/10.1007/s11192-010-0190-z Ashour, S. (2020). How technology has shaped university students' perceptions	

	and expectations around higher education: an exploratory study of the United Arab Emirates. *Studies in Higher Education*, *45*(12), 2513–2525. https://doi.org/10.1080/03075079.2019.1617683 Bleiklie, I., & Kogan, M. (2007). Organization and governance of universities. *Higher Education Policy*, *20*(4), 477–493. https://doi.org/10.1057/palgrave.hep.8300167 Marope, P. T. M. (Priscilla T. M., Wells, P. J., Hazelkorn, E., & Unesco. (2013). *Rankings and accountability in higher education: uses and misuses.* UNESCO Publishing. https://unesdoc.unesco.org/ark:/48223/pf0000220789 Merendino, A., & Melville, R. (2019). The board of directors and firm performance: empirical evidence from listed companies. *Corporate Governance (Bingley)*. https://doi.org/10.1108/CG-06-2018-0211 Mok, K. H., & Jiang, J. (2020). Towards corporatized collaborative governance: the multiple networks model and entrepreneurial universities in Hong Kong. *Studies in Higher Education*, *45*(10), 2110–2120. https://doi.org/10.1080/03075079.2020.1823647 Moscardini, A. O., Strachan, R., & Vlasova, T. (2020). The role of universities in modern society. *Studies in Higher Education*. https://doi.org/10.1080/03075079.2020.1807493 OECD. (2017). *Enhancing Higher Education System Performance. Report on Benchmarking Higher Education System Performance: Conceptual Framework and Data*. https://www.oecd.org/education/skills-beyond-school/Benchmarking Report.pdf
Supplementary reading	Boden, R., & Rowlands, J. (2020). Paying the piper: the governance of vice-chancellors' remuneration in Australian and UK universities. *Higher Education Research and Development*. https://doi.org/10.1080/07294360.2020.1841741 Donnelly, M., & Evans, C. (2019). A 'home-international' comparative analysis of widening participation in UK higher education. *Higher Education*, *77*(1), 97–114. https://doi.org/10.1007/s10734-018-0260-3 Garcia-Alvarez-Coque, J.-M., Mas-Verdú, F., & Roig-Tierno, N. (2019). Life below excellence: exploring the links between top-ranked universities and regional competitiveness. *Studies in Higher Education*, 1–16. https://doi.org/10.1080/03075079.2019.1637843 Greek, M., & Jonsmoen, K. M. (2020). Transnational academic mobility in universities: the impact on a departmental and an interpersonal level. *Higher Education*. https://doi.org/10.1007/s10734-020-00558-7 Lepori, B., Geuna, A., & Mira, A. (2019). Scientific output scales with resources. A comparison of US and European universities. *PLoS ONE*, *14*(10). https://doi.org/10.1371/journal.pone.0223415 Mourato, J., Patrício, M. T., Loures, L., & Morgado, H. (2019). Strategic priorities of Portuguese higher education institutions. *Studies in Higher Education*. https://doi.org/10.1080/03075079.2019.1628202 Zaring, O., Gifford, E., & McKelvey, M. (2019). Strategic choices in the design of entrepreneurship education: an explorative study of Swedish higher education institutions. *Studies in Higher Education*. https://doi.org/10.1080/03075079.2019.1637841

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	2
Preparation for contact hours	-
Private reading and studying	5
Participation in tutorials	3
Preparation of project / essay / etc.	-
Preparation for test / exam	5
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Science in today's world	
Unit: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module:	

Mode of study:	Name of field of study	Discipline of study:
Course / module status:		Language of instruction: English

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	Face-to-Face or Virtual (depending on Covid-19 Restrictions)	15	E	2
TOTAL		lecture	15	E	2

Course/module coordinator	Prof. Elisabetta Mafrolla, University of Foggia (Italy)
Course instructor	Prof. Elisabetta Mafrolla, University of Foggia (Italy)
Course/module objectives	To develop skills for analyzing and shaping the **influence** of ideas — not just the ideas themselves — in varied contexts and situations (policy advocacy, implementation advice, practice norms, etc.); To enhance writing and research formulation skills with academic and non-academic audiences in mind. To explore the value of "scientific" vs. other forms of knowledge. To reflect on the ethical obligations of researchers in their multiple roles as inquirers, advocates, educators, policy experts, and more, as media markets, political partisanship, and other forces demand more and more "point-of-view research"; and To help students examine their career choices and assumptions in light of the knowledge influence and impact themes.
Prerequisites	None

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	The PhD student knows how research knowledge and other types of knowledge come to be actionable and influential on science production and development in the world, or not.	SD_W01
Skills	2	EP 2	The PhD students is obtaining peculiar skills related to making research knowledge more accessible, credible, and useful in the realm of public policy and economic practice.	SD_U01
Social competencies	3	EP 3	The PhD student is aware of research in use (and abuse) in varied fields, highlighting rich areas for potential research contributions, along with major conflicts in public values, political interests, ethical obligations, and more. The resulting dilemmas confront scholars, policymakers, practitioners, and others as they look to research — sometimes — for useful guidance, influence, or both.	SD_K01

CONTENT	Semester	No. of hours
Form of the course: The course is divided into 5 classes (3 hrs each)		
1. The politics of the policymaking process: a) the power of framing and agenda-setting; b) fads and paradigms in the design professions and society in general	I	7.5
2. How knowledge diffuses: a) knowledge and influence networks, b) various types of knowledge (rational, craft, other) and deliberation: the shape of decision-making and action.	I	7.5

Modes of delivery	Power point, discussion	
Assessment methods	This is a reading and discussion-intensive course, with the heaviest reading and writing concentrated in the pre-exam phase. Students should be prepared to **participate actively in each session** and occasionally to lead discussion. Assignments include some **take-home activity** and a **final paper** analyzing some case of knowledge in use (student's	No. of learning outcome from the syllabus EP 1, EP 2, EP 3

	choice). That paper should be linked topically to their personal research papers. The paper should connect the problem of research design and formulation of questions with course frameworks, analyzing the "public face" — the controversies, utilization of knowledge, public opinion and/or decision-making contexts — of a topic student' are writing up in the first-year paper or some other research paper.	
Grading criteria	30% Class participation	
	70% Final paper	
Basic reading	Selection of pages from: Merton, R. K. (1973). The sociology of science: Theoretical and empirical investigations Chicago, IL: University of Chicago Press. Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. Organization Science, 5(1), 14-37. Phelps, C., Heidl, R., & Wadhwa, A. (2012). Knowledge, networks, and knowledge networks: A review and research agenda. *Journal of Management*, *38*(4), 1115-1166. Simon, H. A. (1991). Bounded rationality and organizational learning. *Organization Science*, *2*(1), 125-134. Further readings will be provided during classes.	
Supplementary reading	Bartling, S., Friesike, S. (2014) Opening Science. Springer, Cham, doi.org/10.1007/978-3-319-00026-8 Pain, E. (2018, February 28). Collaborating for the win. *Science*. Retrieved from https://www.sciencemag.org/careers/2018/02/collaborating-win	

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	
Preparation for contact hours	10
Private reading and studying	10
Participation in tutorials	
Preparation of project / essay / etc.	15
Preparation for test / exam	
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Seminars					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:	Name of field of study			Discipline of study:	
Course / module status: obligatory				Language of instruction:	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I-IV	1-8	seminars		ZO	1 per semester
TOTAL			120	ZO	8

Course/module coordinator	Dr hab. or dr hab. Prof. US from the University of Szczecin, or outside
Course instructor	Dr hab. or dr hab. Prof. US from the University of Szczecin, or outside
Course/module objectives	Preparing doctoral students for independent research and writing scientific texts, primarily a doctoral dissertation
Prerequisites	The scope of knowledge resulting from the study program of the selected scientific discipline. Knowledge of a modern foreign language (English) sufficient to enable use foreign-language sources of scientific information

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	1. knows and understands the global scientific achievements in the discipline conducts research	SD_W01
	2	EP 2	2. knows the latest methodological and methodological issues in the discipline he conducts research and in the disciplines related	SD_W03
Skills	3 4 5 6 7	EP 3 EP 4 EP 5 EP 6 EP 7	3. is able to solve problems creatively 4. can independently search for research problems demanding a solution 5. can think analytically and synthetically 6. can think creatively and innovatively 7.has the ability to quickly adapt, acquire new knowledge, abstract thinking	SD_U01 SD_U02 SD_U03 SD_U05 SD_U10 SD_U12
Social competencies	8 9	EP 8 EP 9	8. is critical in assessing the contribution of one's own research activity in the development of oceanological sciences 9. demonstrates a pluralistic attitude towards those undertaken by learning problems,	SD_K01 SD_K02

CONTENT	Semester	No. of hours
Form of the course:		
1 Preparation of a doctoral dissertation		120

Modes of delivery	Discussion with the supervisor at seminars, discussions with other researchers, independent collection of specialist knowledge, self-supplementation of knowledge, active participation in conferences, conducting scientific research, project preparation research, publication and dissertation, preparation of an Individual Plan Research (IPB), Mid-Term Assessment	
Assessment methods		No. of learning outcome from the syllabus
	Evaluation of the promoter on the basis of the presented research and discussions during the seminar, assessment of progress in scientific research, opinion on participation in the project, verification by observation, review of publications and doctoral dissertation	EP 1 – EP 9
Grading criteria		
	Principles for calculating a grade for the course	
	Participation in seminars, preparation of IPB, Reports for the Mid-term Evaluation,	

	preparation of scientific publications, PRELUDIUM application, writing a doctoral dissertation. Grading in 1-8 semester.
Basic reading	Indicated by a chosen Supervisor; consistent with the specific of the research
Supplementary reading	Indicated by a chosen Supervisor; consistent with the specific of the research

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	120
Participation in test / exam	10
Preparation for contact hours	30
Private reading and studying	10
Participation in tutorials	30
Preparation of project / essay / etc.	-
Preparation for test / exam	-
TOTAL workload in hours	200
ECTS credits	8

Course unit title: Methodology of research					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Obligatory/research				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	Lecturer	15	E	2
TOTAL					

Course/module coordinator	Prof dr hab. Marek Dutkowski
Course instructor	Prof dr hab. Marek Dutkowski
Course/module objectives	
Prerequisites	Initial knowledge at the master's level about research methods and techniques used in your own scientific discipline

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Student knows and understands the basic terms used in the methodology of sciences	SD_W01
	2	EP 2	Student knows and understands basic problems and research approaches in related scientific disciplines	SD_W02
	3	EP 3	Student knows and understands the principles of research approaches, methods and research techniques used in their own discipline	SD_W03
Skills	4	EP 4	Student is able to identify research problems in their own discipline and adapt approaches, methods and research techniques to them	SD_U01
	5	EP 5	Student can answer a methodological question related to his own discipline	SD_U01
	6	EP 6	Student is able to propose an original and innovative approach, method or research technique in his own discipline	SD_U04
Social competencies	7	EP 7	is able to critically assess the approaches, methods and research techniques planned in his own PhD project, pointing to the advantages and weaknesses	SD_K01
	8	EP 8	Student is able to critically assess approaches, methods and research techniques in their own discipline, pointing out both advantages and weaknesses	SD_K01
	9	EP 9	Student can indicate the universal importance of his own discipline and new research perspectives	SD_K04

CONTENT	Semester	No. of hours
Form of the course: Seminar lecture	I	15
1 Knowledge – types, sources and use	I	3
2 Outline of the philosophy of science	I	3
3 Research procedures - types, stages, results	I	3
4 Explanation in science	I	3
5 Methodological specificity of exact, natural, social, humanistic and other sciences	I	3

Modes of delivery	Preparation of a written answer in the form of an essay to the methodological questions asked by the teacher of the course, related to his own research project	
Assessment methods		No. of learning outcome from the syllabus
	1 Assessment of activity during the lecture	EP 7, EP 8, EP 9
	2 Evaluation of a written work in the form of an essay	EP 1, EP 2, EP 3, EP 4, EP 5, EP 6
Grading criteria		
	Principles for calculating a grade for the course	
	Active participation in the seminar lecture 0-2 points. Preparing an essay 0-3 points. Points scored are added up.	

	0-2 points - insufficient 3 points - sufficient 4 points - good 5 points - very good
Basic reading	Nagel J., 2014, Knowledge. A Very short Introduction, Oxford University Press. Okasha S., 2016, Philosophy of Science. A Very short Introduction, Oxford University Press.
Supplementary reading	It will be given by the lecturer in the form of internet links

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	
Preparation for contact hours	
Private reading and studying	10
Participation in tutorials	
Preparation of project / essay / etc.	25
Preparation for test / exam	
TOTAL workload in hours	50
ECTS credits	2

Course unit title: **Paper writing**	
Unit: **Doctoral School, Szczecin University**	Course unit code:

Faculty / Department providing the course / module:
Doctoral School, Szczecin University

Mode of study: **Full time**	Name of field of study	Discipline of study:
Course / module status: **Obligatory/ research module**		Language of instruction: **English**

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	II	conversation	15	ZO	2
TOTAL	II	conversation	15	ZO	2

Course/module coordinator	**prof. dr hab. inż. Wojciech Piasecki**
Course instructor	**Wojciech Piasecki, BFSc, MFSc, PhD, DSc, Prof.tit.**
Course/module objectives	To present the basics of preparing research papers for publication
Prerequisites	General knowledge of university education at master's level

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Knows how publish results of research in scientific journals	SD_W01 SD_W03
Skills	2	EP 2	Can publish results of research in scientific journals	SD_U03 SD_U05
Social competencies	3	EP 3	Ability to interact with journal editors	SD_K04 SD_K08

CONTENT	Semester II	No. of hours
Form of the course:		
1) Locating your project within an existing field of scientific research and indicating the gap or research niche	II	2
2) Discussing details of a written assignment (manuscript prepared for a journal)	II	2
3) Drafting the introduction and materials and methods sections	II	2
4) Drafting the Results and Discussion	II	2
5) Matching the article contents with the title; Drafting the abstract	II	2
6) Discipline-specific concerns (examples and discussion)	II	2
7) Discussion on written assignments	II	2
8) Avoiding plagiarism	II	1

Modes of delivery	Power-Point presentation, film, discussion	
Assessment methods		No. of learning outcome from the syllabus
	Evaluation of manuscript prepared for a journal (written assignment)	EP 1, EP 2, EP 3
	Final test (single choice)	EP 1, EP 2, EP 3
Grading criteria	Positive results of the written assignment and the test	
	Principles for calculating a grade for the course	
	50% written assignment, 50% final test	
Basic reading	1) Woodford F.P. 1986. Scientific writing for graduate students: A manual on the teaching of scientific writing. Council of Biology Editors, Bethesda, MD, USA. 2) Cargill M., O'Connor P. 2013. Writing scientific research articles: Strategy and steps. Wiley Blackwell, Chichester, UK. 3) Glasman-Deal H. 2009. Science research writing for non-native speakers of English: A guide for non-native speakers of English. Imperial College Press, London, UK.	
Supplementary reading	1) Heard S.B. 2016. The scientist's guide to writing: How to write more easily and effectively throughout your scientific career. Princeton University Press, Princeton, NJ, USA. 2) Hofmann A.H. 2019. Scientific writing and communication: Papers, proposals, and presentations. 4th edn. Oxford University Press, New York, Oxford. 3) Lebrun J.-L. 2011. Scientific writing 2.0: A reader and writer's Guide. World	

	Scientific, Singapore. 4) Lindsay D. 2011. Scientific writing = Thinking in words. CSIRO Publishing, Collingwood, Australia.

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	1
Preparation for contact hours	4
Private reading and studying	5
Participation in tutorials	5
Preparation of project / essay / etc.	15
Preparation for test / exam	5
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Research design					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Obligatory/research				Language of instruction:	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	Lecturer	15	ZO	2
TOTAL		Lecturer	15	ZO	2

Course/module coordinator	Dr hab. Paulina Niedźwiedzka-Rystwej, prof. US
Course instructor	Dr hab. Paulina Niedźwiedzka-Rystwej, prof. US
Course/module objectives	The aim of the course is to familiarize the PhD students with the objectives and principles of an effective research design. Special input will be put on the good and bad practises in a research design.
Prerequisites	None

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	A graduate knows state-of-the-art theories, research methods, principles and concepts in the discipline in which he/she carries out research pivotal to design a research	SD_W03
	2	EP 2	A graduate knows the basic tools to strengthen knowledge in her/his field	SD_W08
Skills	3	EP 3	A graduate is able to independently plan and conduct innovative scientific research	SD_U02
	4	EP 4	A graduate is able to critically analyse, synthesise and interpret scientific results	SD_U03
	5	EP 5	A graduate is able to choose and properly use the techniques and methods in research design	SD_U06
	6	EP 6	A graduate is able to compose a grant in order to apply for financial sources	SD_U12
Social competencies	7	EP 7	A graduate is critically judging the result and is able to accept critic form a second party	SD_K01
	8	EP 8	A graduate is aware of the obligation to search creatively for answers to contemporary challenges and to shape patterns of attitude towards new phenomena and problems	SD_K04
	9	EP 9	A graduate is willing to share and disseminate the results of scientific activities, taking into account the principles of protection of intellectual property	SD_K08

CONTENT	Semester	No. of hours
Form of the course:		
1. Research design as a framework for a study.	I	2
2. Phases in research design	I	5
3. Quantitative, qualitative and multimethod design.	I	2
4. Experimental research designs	I	2
5. Non-experimental research designs	I	2
6. Good and bad practises in research design.	I	2

Modes of delivery		
Assessment methods		No. of learning outcome from the syllabus
	Discussion, workshop, project	EP 1- EP 9
Grading criteria		
	Principles for calculating a grade for the course	
	The final grade will be the combination of the presence (50%) and a project (50%),	
Basic reading	1. Akhtar I. Research Design in: Research in Social Science: Interdisciplinary Perspectives. Ed.1, 2016 2. Claybaugh, Zach. "Research Guides: Organizing Academic Research Papers: Types of Research Designs". library.sacredheart.edu.	

	Retrieved 2020-10-28. 3. Wright, Sarah; O'Brien, Bridget C.; Nimmon, Laura; Law, Marcus; Mylopoulos, Maria (2016). "Research Design Considerations". Journal of Graduate Medical Education. **8** (1): 97–98. doi:10.4300/JGME-D-15-00566.1.
Supplementary reading	1. Tobi, Hilde; Kampen, Jarl K. (2018). "Research design: the methodology for interdisciplinary research framework". Quality & Quantity. **52** (3): 1209–1225. doi:10.1007/s11135-017-0513-8. 2. Creswell, John W. (2014). Research design : qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks: SAGE Publications

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	2
Preparation for contact hours	8
Private reading and studying	10
Participation in tutorials	-
Preparation of project / essay / etc.	5
Preparation for test / exam	10
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Multivariate methods in scientific research	
Unit: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin	
Mode of study: / Name of field of study	Discipline of study:
Course / module status: Obligatory/research	Language of instruction: English

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	II	exercises	15	ZO	2
TOTAL					

Course/module coordinator	
Course instructor	Dr hab Małgorzata Tarczyńska-Łuniewska
Course/module objectives	Demonstrating the possibility of using multivariate methods in research conducted for doctoral dissertations. Acquiring the ability to use methods of multivariate analysis in the study of complex phenomena.
Prerequisites	The student knows and can apply the methods from the subject of Mathematics in the matura exam scope (basic level). The student has the ability to read, understand and conduct logical arguments.

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Student knows and understands at an advanced world level key issues related to disciplines related to the one in which he conducts research	SD_W02
	2	EP 2	Student knows the latest theories, research methodology, principles and concepts in the field in which he conducts research or in contact with related disciplines to a degree enabling the creation of new theories, concepts and research methodology	SD_W03
	3	EP 3	Student knows and understands the most complex relationships in the field in which he conducts research, as well as in related disciplines, including interactions between disciplines	SD_W04
Skills	4	EP 4	Student can critically analyze, synthesize and interpret the result of scientific research, expert activity and other creative works and evaluate their contribution to the development of knowledge	SD_U03
	5	EP 5	Student has the ability to develop and apply original and creative methodological solutions, techniques and research tools	SD_U04
Social competencies	6	EP 6	Student is ready to think and act scientifically in an independent, creative and entrepreneurial way, shows initiative in creating ideas and searching for innovative solutions	SD_K07
	7	EP 7	Student is ready to share the results of scientific activities with others and to disseminate them, taking into account the principles of intellectual property protection	SD_K08

CONTENT	Semester	No. of hours
Form of the course:		
1. Is one dimension not enough? A multidimensional phenomenon - what is it? How to measure phenomena which are not directly measurable? The basic principles of the method.	II	3
2. Step by step - find, customize, choose—the types of methods and their usefulness in a different field scope.	II	3
3. Application of methods and case studies	II	9

Modes of delivery	lectures with the use of multimedia tools; as part of case study work with the use of computers and available statistical software	
Assessment methods		No. of learning outcome from the

		syllabus
	test	EP 1- EP 7
	project	EP 1- EP 7
	group work on lectures	EP 1- EP 7
Grading criteria		
	Principles for calculating a grade for the course	
	the final grade is determined as the arithmetic mean of partial grades (test grade and project grade)	
Basic reading	1. Rencher A.C., W. F. Christensen: Methods of Multivariate Analysis, John Wiley & Sons, 2012 2. Flury B.: Multivariate Statistics a Practical Approach, Chapman and Hall, 1988 3. Manly B.F.J.: Multivariate Statistical Methods, Chapman and Hall, 1994 4. Pociecha J., Podolec B., Sokołowski A., Zając K.: Metody taksonomiczne w badaniach społeczno-ekonomicznych, PWN Warszawa 1986 5. Grabiński T., Wydymus S., Zeliaś A.: Metody taksonomii numerycznej w modelowaniu społeczno-gospodarczym, PWN Warszawa 1989 6. Nowak E.: Metody taksonomiczne w klasyfikacji obiektów społeczno-gospodarczych, PWN, Warszawa 1990 7. Gatnar E., Walesiak M.: Metody statystycznej analizy wielowymiarowej w badaniach marketingowych, AE we Wrocławiu, Wrocław 2004	
Supplementary reading	1. J.F Hair, R.E. Anderson: Multivariate Data Analysis with Readings, Prentice Hall, 1995 2. Tarczyński W., Łuniewska M.: Metody wielowymiarowej analizy porównawczej na rynku kapitałowym. PWN, Warszawa 2006	

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	1
Preparation for contact hours	4
Private reading and studying	10
Participation in tutorials	4
Preparation of project / essay / etc.	7
Preparation for test / exam	9
TOTAL workload in hours	**50**
ECTS credits	2

Course unit title: Quantitative methods in scientific research					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status:				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	II	Exercises	15	ZO	2
TOTAL					

Course/module coordinator	
Course instructor	dr hab. prof. US Christian Lis
Course/module objectives	Demonstrating the possibility of using quantitative methods (statistical and econometric methods) in research conducted for the purposes of doctoral dissertations.
Prerequisites	Student knows and can apply methods from the subject of mathematics in the (secondary) school-leaving exam scope (basic level). Student understands and conducts logical argument and reasoning.

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Student knows the latest theories, research methodology, principles and terms from discipline, which he/she conducts scientific research in, or knows related disciplines to the extent that it is possible to create new theories, terms and research methodologies.	SD_W03
	2	EP 2	Student knows and understands the most complex relationships in the field, which he/she conducts research, as well as in related disciplines, including interactions between disciplines	SD_W04
	3	EP 3	Student knows rules of scientific findings dissemination, also in a popularized form, and he/she knows the basic principles of knowledge transferring to the social and economical area and how to commercialize results of scientific research.	SD_W06
Skills	4	EP 4	Student can critically analyze, synthesize and interpret the results of scientific research, expert activity and other creative works and evaluate their contribution to the development of knowledge	SD_U03
	5	EP 5	Student has the ability to develop and apply original and creative methodological solutions, techniques and research tools	SD_U04
Social competencies	6	EP 6	Student is ready to think and act scientifically in an independent, creative and entrepreneurial way, shows initiative in ideas creating and searching for innovative solutions	SD_K07
	7	EP 7	Student is ready to share the results of scientific activities with others and to disseminate them, taking into account the principles of intellectual property protection	SD_K08

CONTENT	Semester	No. of hours
Form of the course: Lectures (1-4) and practice (5)		
1. The role of quantitative methods in scientific cognition process	II	2
2. Statistical thinking in research process in a descriptive way	II	2
3. Cause or effect, that is the question. How to measure relationships between phenomena that in modern world can be observed?	II	2
4. How to get to know something about populations that are unavailable without examining them? Sampling, statistical inference, estimation, hypotheses verification	II	4
5. Applications and case studies	II	5

Modes of delivery	Lectures with the use of multimedia tools; as part of case study work with the use of computers and available statistical software	
Assessment methods	and project, group work on classes	No. of learning outcome from the syllabus

	Multi-choice test	EP 1 – EP 7
	Project and group work on classes	EP 1 – EP 7
Grading criteria		
	Principles for calculating a grade for the course	
	The final grade is determined as the arithmetic mean of partial grades (test grade and project grade)	
Basic reading	1. D. Freedman, R. Pisani, R. Purves, Statistics. Fourth Edition, WW. Norton & Company Inc., London, 2007; 2. J. T. McClave, P. G. Benson, T. Sincich, Statistics for Business and Economics, Tenth Edition, Pearson Education, Inc., London 2008;	
Supplementary reading	3. R. Lyman Ott, Michael Longnecker, An Introduction to Statistical Methods and Data Analysis, Fifth Edition, Duxbury Thomson Learning, USA, 2001. 4. W. Mendenhall, R. Beaver, B. Beaver, Introduction to Probability and Statistics, 14th Edition, Cengage, USA, 2019.	

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	1
Preparation for contact hours	4
Private reading and studying	10
Participation in tutorials	4
Preparation of project / essay / etc.	7
Preparation for test / exam	9
TOTAL workload in hours	**50**
ECTS credits	2

Course unit title: Commercialisation of scientific results	
Unit: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin	

Mode of study:	Name of field of study	Discipline of study:
Course / module status: Optional/research		Language of instruction:

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	conversation	10	ZO	1
TOTAL	III/IV	conversation	10	ZO	1

Course/module coordinator	dr Katarzyna Łobacz
Course instructor	dr Katarzyna Łobacz
Course/module objectives	The principle course objective is to get an understanding of how scientific results can be commercialised and acquainted with the forms of commercialization of scientific research results and their formal, legal and market conditions.
Prerequisites	Basic knowledge of scientific research, the basics of finance and marketing, the basics of intellectual property law

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	The student knows conditions of successful research results commercialization	SD_W06 SD_W08
	2	EP 2	The students understands the sources of commercial value of scientific research	SD_W06 SD_W08
Skills	3	EP 3	The student is able to assess the commercial value of research results	SD_U11
	4	EP 4	The student is able to present research results, and participate in a discussion	SD_U08
Social competencies	5	EP 5	The student is ready to critically asses his/her research in terms of their impact in solving socio-economic problems	SD_K01 SD_K07
	6	EP 6	The student is ready to share his/her research results with others, taking into account their commercial value	SD_K08

CONTENT	Semester	No. of hours
Form of the course: conversation		
1 The role and importance of scientific research in socio-economic development	III/IV	2
2 Conditions of successful research results commercialization	III/IV	4
3 Commercial value of scientific research	III/IV	4

Modes of delivery	The mode of delivery is literature based discussion and project focused work in groups

Assessment methods		No. of learning outcome from the syllabus
	Project	EP 1 – EP 6
	Verification through observation	EP 1 – EP 6

Grading criteria	The condition for completing the course is active participation in classes (discussion), and delivery of a group project
	Principles for calculating a grade for the course
	The final grade is calculated as follows: - delivery of a group project (60%) - participation in in-class discussions (40%)
Basic reading	Jolly V. (1997), Commercializing new technologies: Getting from Mind to Market, Harvard Business School Press, Boston, Massachusetts.
	Łobacz K., Głodek P. (2020), Challenges and barriers of science and technology commercialisation at public universities: introducing a relation-based analytical framework, Proceedings of the 36th IBIMA Conference, Granada, Spain.
Supplementary reading	Trzmielak D.M., Ropęga J. (ed) (2013), Innovations and knowledge commercialization: cooperative resources, integrated science and business, Center for Technology Transfer UŁ.

DOCTORAL STUDENT WORKLOAD:	
	No. of hours
Contact hours	10
Participation in test / exam	
Preparation for contact hours	3
Private reading and studying	5
Participation in tutorials	2
Preparation of project / essay / etc.	5
Preparation for test / exam	0
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Principles of open science					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Optional/research				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	conversation	10	ZO	1
TOTAL		conversation	10	ZO	1

Course/module coordinator	dr hab. Malgorzata Guzowska
Course instructor	dr hab. Malgorzata Guzowska
Course/module objectives	The overall learning objective of the course is to become familiar with the main concepts and benefits of the open science principles, along with practices for open data management and open access publishing. Additional learning objectives of the course are: •Set up an open data sharing strategy to increase the research visibility •Determine appropriate route to take when publishing an open access article •Identify the benefits of Virtual Research Environments for sharing and using research data.
Prerequisites	General knowledge of the discipline being studied.

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1.	EP 1	In this course, student will learn the objectives, main concepts, and benefits of Open Source principles along with practices for open data management and open data sharing.	SD_W06
Skills	2.	EP 2	Student will learn how to become a more visible, effective and impactful researcher by sharing research data and publications openly.	SD_U05
Social competencies	3.	EP 3	Student will learn how to engage with citizens, how to communicate with stakeholders other than the academic scholarly community to facilitate a better user involvement and dissemination of research results.	SD_K08

CONTENT	Semester	No. of hours
Form of the course:		
1. Introduction to Open Science	III/IV	2
2. Research Data Management	III/IV	2
3. Publishing Open Access	III/IV	2
4. Increasing your Research Visability	III/IV	4

Modes of delivery	Presentations, case studies and interviews.	
Assessment methods		No. of learning outcome from the syllabus
	Graded quizzes and a graded assignment	EP 1 – EP 3
Grading criteria		
	Principles for calculating a grade for the course	
	60% - points from final graded assignment, 40% from 4 short quizzes made during lectures.	
Basic reading	• Allen, C., & Mehler, D. M. (2019). Open science challenges, benefits and tips in early career and beyond. *PLoS biology*, *17*(5), e3000246. • Masuzzo, P., & Martens, L. (2017). *Do you speak open science? Resources and tips to learn the language* (No. e2689v1). PeerJ Preprints. • McKiernan, E. C., Bourne, P. E., Brown, C. T., Buck, S., Kenall, A., Lin, J., & Yarkoni, T. (2016). How open science helps researchers succeed. eLife 5. *See https://doi. org/10.7554/elife, 16800.* • Re Manning, F. (2016). Open Access Explained. • Wilkinson, M. D., Dumontier, M., Aalbersberg, I. J., Appleton, G., Axton,	

	M., Baak, A., & Mons, B. (2016). The FAIR Guiding Principles for scientific data management and stewardship. *Scientific data*, *3*(1), 1-9.
Supplementary reading	• Collins, S., Genova, F., Harrower, N., Hodson, S., Jones, S., Laaksonen, L., & Wittenburg, P. (2018). Turning FAIR into reality: Final report and action plan from the European Commission expert group on FAIR data. • Farnham, A., Kurz, C., Öztürk, M. A., Solbiati, M., Myllyntaus, O., Meekes, J., & Hettne, K. (2017). Early career researchers want Open Science. *Genomebiology*, *18*(1), 1-4.

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	2
Preparation for contact hours	2
Private reading and studying	4
Participation in tutorials	2
Preparation of project / essay / etc.	3
Preparation for test / exam	2
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Popularization of science					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Institute of Biology, University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Optional/research				Language of instruction:	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	conversation	10	ZO	1
TOTAL	III/IV	conversation	10	ZO	1

Course/module coordinator	Dr hab. Paulina Niedźwiedzka-Rystwej, prof. US
Course instructor	Dr hab. Paulina Niedźwiedzka-Rystwej, prof. US
Course/module objectives	The aim of the course is to familiarize students of doctoral studies with popularizing science as a key element in the scientific development of every scientist. Outlining the measurable effects of popularization for the researcher and recipients. Presentation of popularization of science as a mission important for society.
Prerequisites	none

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	1. The PhD student knows forms of dissemination of science and knows the principles of transfer and commercialization of knowledge in other areas of human activity	SD_W06
	2	EP 2	2. The PhD student knows and understands the need to acquire and conduct scientific projects	SD_W07
Skills	3	EP 3	3. The PhD student is able to provide the public with information and opinions on key issues related to their scientific discipline in a proper and commonly understandable way	SD_U07
	4	EP 4	4. The PhD student is able to present the results of research and scientific concepts	SD_U08
	5	EP 5	5. The PhD student establishes and undertakes cooperation in order to implement scientific projects (also interdisciplinary and international)	SD_U10
	6	EP 6	6. The PhD student plans his scientific development and is aware of the social role in inspiring the development of other people	SD_U11
Social competencies	7	EP 7	7. The PhD student is aware of the obligation to creatively seek answers to the challenges of the present and to shape attitudes towards new phenomena and problems	SD_K04
	8	EP 8	8. The PhD student is involved in popularization of science	SD_K05
	9	EP 9	9. The PhD student is ready to share the results of his research and popularize them (respecting the intellectual property rights)	SD_K08

CONTENT	Semester	No. of hours
Form of the course: seminar		
1. Popularization of science – advantages and difficulties.	III/IV	2
2. Important aspects of popularization - commercialization and internationalization, adaptation to the group of recipients, interdisciplinary and international projects. Open Access, Research Gate and other tools used in popularization	III/IV	5
3. Promoting science as a test of creativity and quality of a scientist. Popularization of science as a social mission.	III/IV	3

Modes of delivery	- multimedia lectures - discussion

	- team work	
Assessment methods	- project - teaching practise - participation in promotional projects implemented by the University of Szczecin - participation in research grants	**EP 1- EP 9**
Grading criteria		
	Principles for calculating a grade for the course	
	Credit with a grade based on a project on how to popularize your own research	
Basic reading	1. McDrury, J. and Alterio, M. (2003) *Learning Through Storytelling in Higher Education Using Reflection and Experience to Improve Learning.* London: Kogan Page Ltd.	
Supplementary reading	2. Redfern, J., Burdass, D. and Verran, J. (2013) Transforming a school learning exercise into a public engagement event: the good the bad and the algae. *J Biol Ed* **47**, 246– 252.	
	3. Redfern, J., Burdass, D. and Verran, J. (2015) Developing microbiological learning materials for schools: best practice. *FEMS Microbiol Lett* **362**, fnv020.	
	4. Verran, J., Redfern, J., Moravej, H. and Adebola, Y. (2018) Refreshing the public appetite for 'good bacteria': menus made by microbes. *J Biol Educ* **53**, 34-46	

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	3
Preparation for contact hours	2
Private reading and studying	3
Participation in tutorials	
Preparation of project / essay / etc.	5
Preparation for test / exam	2
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Publishing strategy

Unit: Doctoral School at the University of Szczecin	Course unit code:

Faculty / Department providing the course / module: Institute of Biology
Doctoral School at the University of Szczecin

Mode of study:	Name of field of study	Discipline of study:
Course / module status: Optional/research		Language of instruction: English

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	conversation	10	ZO	1
TOTAL	III/IV	conversation	10	ZO	1

Course/module coordinator	Łukasz Jankowiak
Course instructor	Łukasz Jankowiak
Course/module objectives	The main aim of the course is to show the students the techniques which help them effectively publishing their results
Prerequisites	No particular requirements for participation in the course. However some experience of publishing would be helpfully

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	PhD student has knowledge about the dissemination of science to the broad scientific community	SD_W06
Skills	2	EP 2	PhD student has the skill in the presentation of research results	SD_U05
Social competencies	3	EP 3	PhdD student can communicate with the scientific community	SD_K08

CONTENT	Semester	No. of hours
Form of the course:		
1. The environment for publishing		1
2. Data collecting – when to stop?		1
3. The appropriate journal choosing		2
4. Smoothed review process – why a smoothed paper is important?		2
5. The respond to reviewers – why being polite is important?		1
6. The rejection - the bread and butter of each of the scientist		1
7 The regulatory documents for the research Impact evaluation? – should we play in the game?		2

Modes of delivery	- multimedia lectures - discussion about student's actual and former manuscripts - team work (analysis of scientific papers)	
Assessment methods	credit on the subject of the course	No. of learning outcome from the syllabus 1-3
	test	EP 1 – EP 3
Grading criteria		
	Principles for calculating a grade for the course	
	Passing the oral test, discussion during the course	
Basic reading	1. Robert Adams Day, Barbara Gastel. 2016. How to write and publish a scientific paper. Greenwood, an imprint of ABC-CLIO 2. Robert Adams Day. 1998. How to write and publish a scientific paper. ORYX PRESS 3. Jean-Luc Lebrun 2007. Scientific writing a reader and writer's guide. World Scientific Publishing Company.	
Supplementary reading	1. The regulatory documents for the research Impact evaluation	

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	3
Preparation for contact hours	5
Private reading and studying	5

Participation in tutorials	1
Preparation of project / essay / etc.	-
Preparation for test / exam	1
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Internationalization of science					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Optional/research					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Optional/research				Language of instruction:	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	conversation	10	ZO	1
TOTAL	III/IV	conversation	10	ZO	1

Course/module coordinator	dr hab. Adam Pawlicz
Course instructor	
Course/module objectives	By the end of the course students will be able to increase and widen their understanding of the nexus between internationalization and science progress, label benefits and limits of international cooperation, demonstrate relationship between internationalization and academic entrepreneurship and assess the effectiveness of public policies in the area of international science.
Prerequisites	-

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Student knows the advantages and costs of international cooperation in science	SD_W06
Knowledge	2	EP 2	Student knows how to plan academic career in international context	SD_W08
Skills	3	EP 3	Student is able to identify and evaluate various possibilities of international cooperation	SD_U10
Social competencies	4	EP 4	Student independently carries out an assessment of net benefits of internationalization of research projects.	SD_K07

CONTENT	Semester	No. of hours
Form of the course:		
1 Definitions of internationalization in science	III/IV	2
2 Benefits and inhibitors of internationalization	III/IV	2
3. Internationalization and academic entrepreneurship	III/IV	3
4. Public policies fostering internationalization	III/IV	3

Modes of delivery	Lectures, workshops, problem based learning	
Assessment methods		No. of learning outcome from the syllabus
	Essay, observation	EP 1 – EP 4
Grading criteria		
	Principles for calculating a grade for the course	
Basic reading	Huang, F., Finkelstein, M., & Rostan, M. (Eds.). (2013). *The internationalization of the academy: Changes, realities and prospects* (Vol. 10). Springer Science & Business Media.	
Supplementary reading	Krabel, S., Siegel, D. S., & Slavtchev, V. (2012). The internationalization of science and its influence on academic entrepreneurship. *The Journal of Technology Transfer*, *37*(2), 192-212. Ponds, R. (2009). The limits to internationalization of scientific research collaboration. *The Journal of Technology Transfer*, *34*(1), 76-94.	

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10

Participation in test / exam	5
Preparation for contact hours	2
Private reading and studying	2
Participation in tutorials	2
Preparation of project / essay / etc.	2
Preparation for test / exam	2
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Stylistics of a scientific statement					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Optional/research				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	conversation	10	ZO	1
TOTAL	III/IV	conversation	10	ZO	1

Course/module coordinator	dr hab. Vincenzo Salzano, prof US
Course instructor	dr. hab. Vincenzo Salzano, prof US
Course/module objectives	The aim of the course is to introduce the students to how to write in a proper style their research results in order to present and disseminate them in different media
Prerequisites	

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP1	zna zasady upowszechniania wyników działalności naukowej, także w formie spopularyzowanej oraz zna podstawowe zasady transferu wiedzy do sfery społecznej lub gospodarczej i komercjalizacji wyników działalności naukowej	SD_W06
Skills	1	EP2	potrafi napisać publikację naukową, która zostanie przyjęta do recenzji w czasopiśmie z list MNiSW lub w materiałach z konferencji międzynarodowej lub w formie książki oraz potrafi transferować wyniki swojej działalności naukowej do sfery społeczno-gospodarczej	SD_U05
	2	EP3	potrafi przekazywać społeczeństwu we właściwy i powszechnie zrozumiały sposób informacje i opinie dotyczące kluczowych zagadnień związanych ze swoją dyscypliną naukową	SD_U07
Social competencies	1	EP4	wykazuje krytyczny osąd dotyczący wkładu wyników własnej działalności badawczej w rozwój dyscypliny, w której prowadzi tę działalność oraz uznaje znaczenie wiedzy w rozwiązywaniu problemów poznawczych i praktycznych	SD_K01
	2	EP5	jest gotów do dzielenia się wynikami działalności naukowej z innymi oraz do upowszechniania ich, z uwzględnieniem zasad ochrony własności intelektualnej	SD_K08

CONTENT	Semester	No. of hours
Form of the course:		
1. General structure of a scientific document	2	3
2. General stylistic rules of a scientific document	2	3
3. Example of real proof corrections from a professional editorial stage of a scientific journal	2	1
4. Comparing different requirements from different fields of research	2	1
5. Different styles for different media	2	2

Modes of delivery	Lectures provided by multimedia computer presentations and/or using downloaded articles	
Assessment methods		No. of learning outcome from the syllabus
	Project, observation	EP1,EP2,EP3
		EP4, EP5
Grading criteria		
	Principles for calculating a grade for the course	

	Ocen z pracy pisemnej/projektu
Basic reading	• Hilary Glasman-Deal. (2009). Science Research Writing for Non-Native Speakers of English (1st Edition). Imperial College Press • Day, R. A., Sakaduski. N. D. (2011). Scientific English: A Guide for Scientists and Other Professionals. (3rd ed) Greenwood. p. 4.
Supplementary reading	• HE Xiao-yang. (2004). Stylistic features of English for science and technology. Journal of Lingling University, 2(2) • Wang, G. (2007). Stylistic Analysis of the Science of Mechanics. US-China Foreign Language, 5(9), 49-52

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	0
Preparation for contact hours	5
Private reading and studying	5
Participation in tutorials	0
Preparation of project / essay / etc.	5
Preparation for test / exam	0
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Methodology of the didactic process and educational psychology					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Obligatory/ teaching				Language of instruction:	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	exercise	15	E	2
TOTAL	I	exercise	15	E	2

Course/module coordinator	Dr hab. Oskar Szwabowski
Course instructor	Dr hab. Oskar Szwabowski
Course/module objectives	an introduction to research in education; showing the problems and consequences of some methodological approaches and practices; and relations between research and pedagogy
Prerequisites	English language, general knowledge of pedagogy and philosophy

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	knows the latest theories, research methodology, principles and concepts in the field of didactics to a degree enabling the creation of new theories, concepts and research methodology	SD_W03
Skills	2	EP 2	has the ability to develop and apply original and creative methodological solutions, techniques and research tools in didactics	SD_U04
Social competencies	3	EP 3	is ready to think and act in an independent, creative and entrepreneurial way, shows initiative in creating ideas and searching for innovative solutions in didactics research	SD_K07

CONTENT	Semester	No. of hours
Form of the course:		
1Introduction. Relations between research and didactics		3
2The long shadow of (un)dead positivism		3
3Pedagogy and qualitiative research		5
4 A dyslexic methodology and dirty writing		2
5 Research to getting lost		2

Modes of delivery	Lecture, presentation in power point	
Assessment methods		No. of learning outcome from the syllabus
	research projects	EP 1 – EP 2
Grading criteria		
	Principles for calculating a grade for the course	
	originality of the project (50%) knowledge of the method (50%)	
Basic reading	Lewis, T. E. (2017). Beyond Measure: Studying the Educational Logic of Patti Lather's Getting Lost. *Qualitative Inquiry*, *23*(4), 300–308. Denzin, N. K., Lincoln, Y. S. (2018) (Eds.), The SAGE handbook of qualitative research (5th ed., pp. 235-260). Thousand Oaks, CA: Sage. Denzin, N.K. (2018). Performance Autoethnography. Critical Pedagogy and the Politics of Culture. Routledge. Cosenza, J. (2014). Language Matters: A Dyslexic Methodology. *Qualitative*	

	Inquiry, *20*(10), 1191–1201.
Supplementary reading	Ulmer, J. B., Kuby, C. R., & Christ, R. C. (2020). What Do Pedagogies Produce? Thinking/Teaching Qualitative Inquiry. *Qualitative Inquiry*, *26*(1), 3–12. Wężniejewska, P., Szwabowski, O., Szczepaniak, C., & Pławski, M. (2020). The Praise of Collective Autoethnography. *Cultural Studies ↔ Critical Methodologies*, *20*(4), 336–349.

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	2
Preparation for contact hours	
Private reading and studying	9
Participation in tutorials	
Preparation of project / essay / etc.	9
Preparation for test / exam	15
TOTAL workload in hours	
ECTS credits	**50**

Course unit title: *Digital media in academic education*	
Unit:: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin	
Mode of study:	Name of field of study / Discipline of study:
Course / module status: Obligatory/teaching	Language of instruction:

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	II	Exercise	15	ZO	2
TOTAL	II	Exercise	15	ZO	2

Course/module coordinator	Dr hab. Elzbieta Perzycka, prof. US
Course instructor	Dr hab. Elzbieta Perzycka, prof. US
Course/module objectives	1. 1. Understanding the different ways of influencing and using digital media. 2. 2. Developing a critical attitude towards the content of websites - criteria for evaluating websites. 3. 3. Developing the ability to combine information technology with other areas of knowledge. 4. 4. Developing the ability to use methods, techniques and tools of education by combining them with information and media education. 5. 5. Triggering critical attitudes towards the intentional use of media in the "generational" cycle.
Prerequisites	Basic computer and office software skills (text editor, graphic editor, multimedia presentation editor)

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1.	EP 1	knows and understands the methodology and methodology of teaching, including the use of modern technologies in education (project)	SD_W05
Skills	2.	EP 2	is able to use modern methods and techniques of teaching and use them for other types of professional training and classes (evaluation questionnaire)	SD_U06
Social competencies	3.	EP 3	is ready to engage in the implementation of didactic and popularizing tasks, respecting the subjectivity of interaction participants	SD_K05

CONTENT	Semester	No. of hours
Form of the course:		
1. Sources of the value of media messages - individual and cultural identity based on universal and contemporary values, - media messages in native and regional culture (traditions, customs, customs, rituals)	II	3
2. An academic teacher as a creator of the student's media learning space (Modern education systems based on the examples of schools in Poland and Norway, India, Kenya and the United States)	II	3
3. Photography, microphone and camera as tools for discovering, learning and experiencing reality - the impact of watching yourself on creating your own image, - self-expression in learning about the existing reality.	II	3
4. Representations of media messages in open public spaces - media messages analysis models (Lasswell's model, Shannon's model) - theory of P.M. Lester.	II	3
5. Project with the use of modern techniques and tools for learning about the studied reality	II	3

Assessment methods	Presentation, discussion, task and exercise	
		No. of learning outcome from the syllabus
	Project.	EP 1 – EP 3
Grading criteria		
	Principles for calculating a grade for the course	

	Project – 50%; evaluation questionnaire 2X 25%
Basic reading	Lester, P.M. *Digital Innovations for Mass Communications. Engaging the User*, Routledge Taylor &Francis Group, New York and London, 2014. Perzycka E., & Łukaszewicz – Alcaraz A.,, (eds.) Technologies of Imaging in Urban Communication – Report 2 from Kenya/Kilifi, Wydawnictwo Kolegium Sztuk Wizualnych Akademii Sztuki w Szczecinie, Szczecin 2020, ISBN 978-83-951340-0-8, p. 560 (forma drukowana oraz interaktywna, open access - ZENODO repository which is operated by CERN and indexed in OpenAIR)) DOI 10.5281/zenodo.4036096, dotacja TICASS - Technologie obrazowania w komunikacji, sztuce i naukach społecznych (734602) - - https://zenodo.org/record/4036096#.X2aE-y1h2u4
Supplementary reading	Perzycka E., *The Values in Educational Carriers of Culture. Trust,* Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, Szczecin, 2015, ISBN 978-83-7972-005-7, (online), ISBN 978-83-7972-003-3

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	5
Preparation for contact hours	5
Private reading and studying	10
Participation in tutorials	5
Preparation of project / essay / etc.	10
Preparation for test / exam	5
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Voice care					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study: Linguistics		Discipline of study:	
Course / module status: Elective course Optional/teaching				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	Exercise	10	ZO	1
TOTAL	III/IV	Exercise	10	ZO	1

Course/module coordinator	Dr Adriana Goldman
Course instructor	Mgr Irina Sklema, dr Adriana Goldman
Course/module objectives	The aim of the course is to acquaint the student with the principles of effective speech production and relaxation techniques to avoid voice fatigue.
Prerequisites	Command of English at B1+ level

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Knows the anatomy of speech organs, the principles of effective speech production and understands how to take care of the speech apparatus to avoid voice fatigue	SD_W08
Skills	2	EP 2	Can implement the principles of correct breathing, sounds production, intonation and relaxation techniques to effectively communicate with the environment and avoid straining the voice	SD_U07
Social competencies	3	EP 2	A PhD student is creative in searching for improvement methods of voice care	SD_K04
	4	EP 3	A PhD student is using the competence of voice care in his/hers didactic practise	SD_K05
	5	EP 4	A PhD student is constantly trying to improve.	SD_K08

CONTENT	Semester	No. of hours
Form of the course:		
1 Posture, breathing and relaxation techniques	III/IV	2 hours
2 Voice production – anatomy of speech	III/IV	2 hours
3 Articulation: speech sounds, volume, pitch	III/IV	4 hours
4 Voice maintenance and care	III/IV	2 hours

Modes of delivery	Class discussion, pair work, individual work	
Assessment methods		No. of learning outcome from the syllabus
	Written test, Verification through observation	EP 1 – EP 4
Grading criteria	Credit with a grade based on the written test covering the theory and an oral presentation in English	
	Principles for calculating a grade for the course	
	Course grade is an arithmetic mean of the grade obtained for the written test and oral presentation in English.	
Basic reading	Ashton, Helen, Sarah Shepherd.2012. *Work on your Accent.* Collins	
	Mańkowska, Anna, Marta Nowacka, Magdalena Kłoczowska. 2009. *„How Much Wood would a Woodchuck Chuck?" English Pronunciation Practice Book.* Konsorcjum Akademickie. Kraków	
	Maley, Alan. 2000.*The Language Teacher's Voice*. Macmillan Publishers Limited	
Supplementary reading	Tarasiewicz, Bogumiła. 2003. *Mówię i śpiewam świadomie. Podręcznik do emisji głosu.* Universitas. Kraków	

DOCTORAL STUDENT WORKLOAD:	
	No. of hours
Contact hours	10
Participation in test / exam	2
Preparation for contact hours	3
Private reading and studying	5
Participation in tutorials	2
Preparation of project / essay / etc.	0
Preparation for test / exam	3
TOTAL workload in hours	25
ECTS credits	1

Course unit title: **Contemporary theories of learning**

Unit: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin	
Mode of study: / Name of field of study	Discipline of study:
Course / module status: Obligatory/teaching	Language of instruction: English

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	Exercise	10	ZO	1
TOTAL	III/IV	Exercise	10	ZO	1

Course/module coordinator	
Course instructor	Maria Czerepaniak-Walczak
Course/module objectives	Acquiring the knowledge of contemporary concepts of adult learning for the purpose of conscious, critical shaping of personal pedagogical theories
Prerequisites	Completed courses: Design and planning of didactic work: EQF and PRK, Digital media in academic education,

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1.	EP1	knows and understands the sources and factors of choosing the methodology of teaching classes, including the use of modern technologies in education	SD_W05
	2.	EP2	knows the principles of dissemination of scientific results, also in the popularized form according to the modern theories and knows the basic principles of transferring knowledge to the social or economic sphere and commercialization of the results of scientific activity	SD_W06
Skills	3	EP3	is able to apply methods and techniques of teaching appropriate to the chosen theory and use them for different types of academic education and Lifelong learning	SD_U06
	4	EP4	is able to provide the public with information and opinions on key issues related to its scientific discipline in a proper and commonly understood manner	SD_U07
Social competencies	5	EP5	is aware of the obligation to creatively seek answers to the challenges of the present and shape attitudes towards new phenomena and problems as well as using of contemporary discoveries of pedagogical knowledge	SD_K04
	6	EP6	is ready to engage in the implementation of didactic and popularizing tasks while respecting the subjectivity of the interaction participants through using of contemporary pedagogical knowledge	SD_K05
	7	EP7	is willing to share the results of scientific activities with others and to disseminate them, taking into account the principles of intellectual property protection	SD_K08

CONTENT	Semester	No. of hours
Form of the course: workshop		10
1. Sources of contemporary of learning theories; 21st Century skills		2
2. Activity theory of learning; activity – action – operation. Constructivism in education		2
3. Cognitive dissonance; resolving the conflict between reality and the student's value system through learning		2
4. Elaboration theories: shift from the teacher-centric to learner-centered education		2
5. A Learning Theory for the Digital Age		2

Modes of delivery	Discussion, flipped class	
Assessment methods		No. of learning outcome from the syllabus
	Written work and presentation it to the group	EP1-EP7
Grading criteria		
	Principles for calculating a grade for the course	

Basic reading	1. Helen Gregory: Learning theories, 2016 2. Knud Illeris: Contemporary Theories of Learning, Second Edition., 2018 3. Greg Light, Roy Cox, Susanna Calkins: Learning and Teaching in Higher Education, 2009
Supplementary reading	1. Heather Fry, Steve Ketteridge, Stephanie Marshall (ed).: A Handbook for Teaching and Learning in Higher Education, 2009 2. Robert R. Mowrer (ed.): Handbook of Contemporary Learning Theories, 2001

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	
Preparation for contact hours	5
Private reading and studying	
Participation in tutorials	5
Preparation of project / essay / etc.	5
Preparation for test / exam	
TOTAL workload in hours	25
ECTS credits	1

Course unit title:
Forms and methods of education and learning, methods of student work evaluation

Unit: Doctoral School at the University of Szczecin	Course unit code:

Faculty / Department providing the course / module:

Doctoral School at the University of Szczecin

Mode of study:	Name of field of study: **Theories of Teaching and Learning**	Discipline of study: **Pedagogy**
Course / module status: Optional/teaching		Language of instruction: **English**

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	**Exercises**	**10**	ZO	1
TOTAL	III/IV	**Exercises**	**10**	ZO	1

Course/module coordinator	**Dr Małgorzata Wałejko**
Course instructor	**Dr Małgorzata Wałejko**
Course/module objectives	**The course provides basic knowledge and skills on methods of teaching and learning as well as on main ways of students' work assessment.**
Prerequisites	-

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	**1**	**EP 1**	**Student knows and understands main methods (and methodology) of conducting academic lectures and classes.**	**SD_W05**
Skills	**2**	**EP 2**	**Students uses modern methods and techniques of conducting didactic classes.**	**SD_U06**
Social competencies	**3**	**EP 3**	**Student gets engaged into educational processes with respect towards all the participants of the interaction.**	**SD_K05**

CONTENT	Semester	No. of hours
Form of the course:		
1. **Models, methods and forms of education**		**2**
2. **Activating methods of teaching**		**2**
3. **Methods of teaching specific for higher education**		**1**
4. **Styles of learning. Mnemonics techniques. Types of intelligence and learning style. Dale's pyramid of memory**		**3**
5. **Methods of student work evaluation**		**2**

Modes of delivery	**Oral lectures**

Assessment methods		No. of learning outcome from the syllabus
	Oral exam **Observation of student's skills and social competencies during trained lessons and classes**	EP 1 – EP 3

Grading criteria	Principles for calculating a grade for the course
	Exam: points' scale; **trained lessons: grade concerning: using adequate method, respect towards listeners, using activating methods.**
Basic reading	**W. Okoń, Wprowadzenie do dydaktyki ogólnej, 2016** **F. Bereźnicki, Dydaktyka kształcenia ogólnego, 2001** **F. Bereźnicki, Zagadnienia dydaktyki szkoły wyższej, 2009** **G. D. Borich, Effective teaching methods: Research-Based Practice, 2016**
Supplementary reading	**P. Burden, D. Byrd, Methods for Effective Teaching: Meeting the Needs of All Students, 2018** **H. Hamer, Klucz do efektywności nauczania. Poradnik dla nauczycieli, 2012** **M. Taraszkiewicz, Metody aktywizujące proces uczenia się czyli jak uczyć lepiej, 2005 (e-book)** **D. Bernacka, Od słowa do działania, 2001**

	E. Kosińska, Ocenianie w szkole. Krótki poradnik psychologiczny, 2000 K. Wiczkowski, Zza i sprzed katedry czyli jak oceniać sprawiedliwie, 1994 B. Niemierko, Ocenianie szkolne bez tajemnic, 2006 K. Białek, K. Cyran, Aktywne metody dydaktyczne – subiektywne kompendium. W: Wykładowca doskonały. Red. A. Rozmus, 2013 T. Buzan, Pamięć na zawołanie, 1997 P. Kalina, Mnemonika czyli sztuka kształcenia i wzmacniania pamięci,1997 M. Taraszkiewicz i C. Rose, Atlas efektywnego uczenia (się), 2006

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	**10**
Participation in test / exam	**1**
Preparation for contact hours	**-**
Private reading and studying	**5**
Participation in tutorials	**2**
Preparation of project / essay / etc.	**2**
Preparation for test / exam	**5**
TOTAL workload in hours	**25**
ECTS credits	**1**

Course unit title: **Collaborative Learning**					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:	Name of field of study			Discipline of study:	
Course / module status: Optional/teaching				Language of instruction:	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	Exercise	10	ZO	1
TOTAL	III/IV	Exercise	10	ZO	1

Course/module coordinator	Dr hab. Oskar Szwabowski
Course instructor	Dr hab. Oskar Szwabowski
Course/module objectives	acquisition of general knowledge about didactics process practicing collaborative learning by participants
Prerequisites	English language, general knowledge of pedagogy

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	knows the latest theories, research methodology, principles and concepts in the field of didactics to a degree enabling the creation of new theories, concepts and research methodology	SD_W03
Skills	2	EP 2	has the ability to develop and apply original and creative methodological solutions, techniques and research tools in learning	SD_U04
Social competencies	3	EP 3	is ready to think and act in an independent, creative and entrepreneurial way, shows initiative in creating ideas and searching for innovative solutions in research and learning	SD_K07

CONTENT	Semester	No. of hours
Form of the course:		
1. collective conduct of a research project	III/IV	10

Modes of delivery	Power point presentation, dissusion	
Assessment methods		No. of learning outcome from the syllabus
	Projects	EP 1- EP 3
Grading criteria		
	Principles for calculating a grade for the course	
	originality of the project (50%) knowledge of the method (50%)	
Basic reading	Anne S. Goodsell (red.) Collaborative Learning: A Sourcebook for Higher Education, NCTLA, 1992.	
Supplementary reading	Anne Moen, Anders I. Morch, Semi Paavola (red.), Collaborative Knowledge Creation. Practices, Tools, Concepts, Sense Publishers, 2012. Beau Fly Jones, Claudette M. Rasmussen, Mary C. Moffitt (red.), Real-Life Problem Solving. A collaborative Approach to Interdyscyplinary Learning, APA, 1997. Edda Luzzatto, Giordano DiMarco (red.) Collaborative learning. Methodology, Types of Interactions and Techniques, NOVA, 2010	

DOCTORAL STUDENT WORKLOAD:	
	No. of hours
Contact hours	10
Participation in test / exam	2
Preparation for contact hours	2
Private reading and studying	2
Participation in tutorials	2
Preparation of project / essay / etc.	5
Preparation for test / exam	2
TOTAL workload in hours	25
ECTS credits	1

Course unit title: *Cooperation and team work in science*					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Obligatory/competences				Language of instruction: english	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	I	Exercise	15	ZO	2
TOTAL		Exercise	15	ZO	2

Course/module coordinator	Dr hab. Maciej Kowalewski, prof. US
Course instructor	Dr hab. Maciej Kowalewski, prof. US
Course/module objectives	Obtaining advanced knowledge and conducting in-depth discussion on cooperation and team work in science
Prerequisites	none

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Ph.D. students know the principles and contexts of scientific cooperation, the principles of dissemination of the results of scientific activity, and the basic principles of transferring knowledge produced in scientific teams to the social or economic sphere	SD_W06
	2	EP 2	Ph.D. Students know ways to improve their own development in relation to working in research teams	SD_W08
Skills	3	EP 3	Ph.D. students are able to establish and undertake scientific cooperation in research teams, including international ones	SD_U10
Social competencies	4	EP 4	Ph.D. students are ready to act in accordance with ethical principles binding in creative work and interpersonal relations, as well as to develop and disseminate the ethos of scientific and professional community	SD_K06

CONTENT	Semester	No. of hours
Form of the course:		
1 Working in a science/research environment	I	3
2 Setting the objectives of the collaboration	I	3
3. Resources: team characteristics and networking potential	I	3
4. Rules: communication and relations in a team	I	3
5. Outcomes: tools for managing and measuring work progress	I	3

Modes of delivery	Workshop	
Assessment methods		No. of learning outcome from the syllabus
	group project - (2-4 persons) in the form of an idea for a scientific article/research project. Activity during class is also assessed	EP 1 – EP 4
Grading criteria	Principles for calculating a grade for the course	
Basic reading	• West, M. A., Tjosvold, D., & Smith, K. G. (Eds.). (2008). *International handbook of organizational teamwork and cooperative working*. John Wiley & Sons. • Fiore, S. M. (2008). Interdisciplinarity as teamwork: How the science of teams can inform team science. *Small Group Research*, *39*(3), 251-277. • Crebert, G., Bates, M., Bell, B., Patrick, C. J., & Cragnolini, V. (2004). Developing generic skills at university, during work placement and in employment: graduates' perceptions. Higher Education Research &	

	Development, 23(2), 147-165.
Supplementary reading	• Strom, P., & Strom, R. D. (2011). Teamwork skills assessment for cooperative learning. Educational Research and Evaluation, 17, 233 – 251 • Bennett, L. M., & Gadlin, H. (2012). Collaboration and team science: from theory to practice. Journal of Investigative Medicine, 60(5), 768-775

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	10
Preparation for contact hours	5
Private reading and studying	5
Participation in tutorials	
Preparation of project / essay / etc.	15
Preparation for test / exam	
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Creativity in science					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status: Obligatory/competences				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	II	conversation	15	ZO	2
TOTAL	II	conversation	15	ZO	2

Course/module coordinator	Prof. dr hab. Zdzislaw Kroplewski
Course instructor	Prof. dr hab. Zdzislaw Kroplewski
Course/module objectives	This course will engage in an analysis of the notion of creativity, including defining creativity in science, critical thinking, analyzing processes of creativity with connection with intelligence and personality. Student will develop the skills in integrating evidence across disciplines and clearly communicating analysis both in writing and orally. Student will also utilize his/her knowledge to complete a project exemplifying creativity
Prerequisites	None

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	PhD student acquires and is able to effectively communicate and use knowledge related to the topic of creativity and science	SD_W04
	2	EP 2	PhD student knows what is critical thinking and knows the its connections with creativity	SD_W08
	3	EP 3	PhD student knows the recent achievements on creativity and knows the contemporary papers on the topic	SD_W03
Skills	4	EP 4	PhD student develops his/her skills in thinking critically, creatively, independently, and collaboratively	SD_U03
	5	EP 5	PhD student gathers, analyses, integrates, and applies varied forms of information and develops skills in understanding and using evidence.	SD_U04
Social competencies	6	EP 6	PhD student enhances skills in communicating effectively, both orally and in writing, and that you will interact effectively and collaboratively	SD_K04
	7	EP 7	PhD student can train and help others to develop social skills in creativity and critical thinking	SD_K07

CONTENT	Semester	No. of hours
Form of the course: lecture		
1. Creativity, science - definitions	II	2
2. Critical thinking and creativity	II	3
3. Intelligence and creativity (IQ, EQ, General Factor)	II	2
4. Creativity and personality	II	3
5. Open mind and creativity	II	2
6. Training creativity in scientific research	II	3

Modes of delivery	Activated lecture with multimedia	
Assessment methods	Verbal exam	No. of learning outcome from the syllabus
	Test	EP 1 – EP 7
Grading criteria	Student acquire knowledge from the lecture, discussions and the study of literature	
Basic reading	R. K. Sawyer(2012). Explaining creativity: The science of human innovation (2nd ed.). Oxford University Press; https://www.cc.gatech.edu/classes/AY2013/cs7601_spring/papers/Sternberg_Nature-of-creativity.pdf; J. C. Kaufman, R.J. Sternberg (Eds.). The International Handbook of Creativity. Cambridge 2006, Cambridge University Press; K.J. Gillhooly, Thinking. Directed, Undirected and Creative, London 1997, Academic	

	Press; A. Garnham, J. Oakhill, Thinking and Reasoning, Oxford 1999, Blackwell
Supplementary reading	U. W. Goodenough, Creativity in Science, Zygon 28: 399-414 (1993); https://www.cambridgeinternational.org/Images/426483-chapter-4-innovation-and-creativity.pdf; https://www.visionlearning.com/en/library/Process-of-Science/49/Creativity-in-Science/182;

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	3
Preparation for contact hours	5
Private reading and studying	12
Participation in tutorials	5
Preparation of project / essay / etc.	5
Preparation for test / exam	5
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Change Management					
Unit: Doctoral School at the University of Szczecin				Course unit code:	
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin					
Mode of study:		Name of field of study		Discipline of study: **Management and quality**	
Course / module status: Obligatory/ competences				Language of instruction: **English**	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
	II		**15**	ZO	**2**
TOTAL	II		**15**	ZO	**2**

Course/module coordinator	**dr Aleksandra Rudawska**
Course instructor	**dr Aleksandra Rudawska**
Course/module objectives	During the course students will cognise diverse theories, approaches and levels of organizational change. The overall objective is to develop the understanding of the role and process of organizational change management.
Prerequisites	Knowledge on the basic issues related to organizational behaviour, basics of management and strategic management

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1.	EP 1	Know theories related to the concept of change management.	SD_W03, SD_W04
	2.	EP 2	Discuss individual level and organizational level issues related with organizational management and applied methods how to study them.	SD_W03, SD_W04
Skills	3.	EP 3	Prepare literature review on selected topic on organizational change and change management.	SD_U03
	4.	EP 4	Present and discuss key issues on theory and research on organizational change management from the assigned papers.	SD_U07 SD_U09
Social competencies	5.	EP 5	Critically review the theoretical and research papers on change management.	SD_K02

CONTENT	Semester	No. of hours
Form of the course:		
1. Nature of the organizational change and the development of the field.	II	2
2. Different theoretical perspectives on change management.	II	3
3. Change management from the individual level: behavioural, cognitive, cultural issues.	II	4
4. Change management from the organizational level: organizational learning, dynamic capabilities, strategic renewal, ambidexterity	II	4
5. Organizational consequences of frequent organizational change: organizational insomnia, organizational burnout	II	2

Modes of delivery	Elements of lecture enriched with student discussion based on assigned readings.	
Assessment methods		No. of learning outcome from the syllabus
	Individual project: Literature review on the selected topic of organizational change management	EP 1 – EP 5
	Class participation: Discuss the key issues presented in the individually assigned readings	EP 1 – EP 5
Grading criteria		
	Principles for calculating a grade for the course	
	The final grade consists of the grade on individual project (80%) and class participation (20%)	
Basic reading	Burke W.W. (2017), Organization change. Theory and practice (5th edition), SAGE Publications. D. Christiane (2007), Organizational Change Theories: A Synthesis, SAGE Publications.	
Supplementary reading	Selected articles covering organizational and individual level change management, e.g.: – Agarwal R., Helfat C.E. (2009). Strategic Renewal of Organizations, *Organization Science*, 20(2), pp. 281-293. – Jones O., Macpherson A. (2006). Inter-Organizational Learning and Strategic Renewal in SMEs. Extending the 4I Framework, *Long Range Planning*, 39, 155-175. – O'Reilly III C.A., Tushman M.L. (2004). The Ambidextrous Organization. *Harvard Business Review*, April. – Sull D.N. (1999). Why Good Companies Go Bad, *Harvard Business Review*, July-August.	

	– Stensaker, I.G., Falkenberg, J., Meyer, C.B. and Haueng, A.C. (2002) Excessive change: coping mechanisms and consequences, *Organizational Dynamics*, 31(3), pp. 296-312. – Schoeneborn, D., Blaschke, S., Kaufmann, I. M. (2012). Recontextualizing Anthropomorphic Metaphors in Organization Studies, *Journal of Management Inquiry*, 22(4), pp. 435–450. – Lauzier M., Lemieux N., Montreuil V-L., Nicolas C. (2020). On the transposability of change management research results: a systematic scoping review of studies published in JOCM and JCM, *Journal of Organizational Change Management*, 33(5), pp. 859-881. – Meyer, C.B. and Stensaker, I.G. (2006). Developing capacity for change, *Journal of Change Management*, 6(2), pp. 217-231.

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	
Preparation for contact hours	10
Private reading and studying	
Participation in tutorials	5
Preparation of project / essay / etc.	20
Preparation for test / exam	
TOTAL workload in hours	50
ECTS credits	2

Course unit title: Diversity management	
Unit: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module:	

Mode of study:	Name of field of study	Discipline of study:
Course / module status: Optional/competences		Language of instruction:

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	conversation	10	ZO	1
TOTAL	III/IV	conversation	10	ZO	1

Course/module coordinator	dr hab. Katarzyna Gadomska-Lila, prof. US
Course instructor	
Course/module objectives	The aim of the course is to develop knowledge of how to work effectively in teams that are diverse in terms of age, gender, nationality etc., as well as the ability to build effective teams, cooperate and manage diverse teams.
Prerequisites	Knowledge of basic categories of human resource management, organisational behaviour issues and interpersonal relations in the workplace.

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	The PhD student has advanced knowledge of management in a diverse human resource environment	SD_W01
Skills	2	EP 2	The PhD student has the ability to define and solve problems arising from the diversity of the team	SD_U01
Social competencies	3	EP 3	The PhD student can interact in a diverse team while taking on different social roles	SD_K01

CONTENT	Semester	No. of hours
Form of the course:		
1 Essence and meaning of diversity, dimensions of diversity, opportunities and risks.	III/IV	2
2 Dimensions of diversity and their importance for the smooth operation of an organisation.	III/IV	3
3 Building effective teams in a diverse environment - setting goals and tasks, establishing norms, dividing roles etc.	III/IV	3
4 The role and competences of leaders in diverse teams.	III/IV	2

Modes of delivery	presentations, analysis of case studies, group discussions	
Assessment methods		No. of learning outcome from the syllabus
	group project	EP 1- EP 3
Grading criteria		
	Principles for calculating a grade for the course	
	Active participation in classes, preparation and presentation of a group project	
Basic reading	*International Handbook on Diversity Management at Work: Country Perspectives on Diversity and Equal Treatment*, red. Klarsfeld A., Edward Elgar Publishing Inc., Northampton 2010. Ozbilgin, M.F.(red.). 2009. *Equality, Diversity and Inclusion at Work*, Glos: Edward Elgar Publishing Limited. Konrad, A., P. Prasad i J Pringle (eds). 2006. *Handbook of Workplace Diversity*, London: SAGE.	
Supplementary reading	M.A. West, *Effective Teamwork: Practical Lessons from Organizational Research*, 3rd ed. Wiley-Blackwell 2012.	

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	
Preparation for contact hours	1
Private reading and studying	6

Participation in tutorials	1
Preparation of project / essay / etc.	7
Preparation for test / exam	
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Innovative thinking	
Unit: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module: Doctoral School at the University of Szczecin	
Mode of study:	Name of field of study / Discipline of study:
Course / module status: Optional/competences	Language of instruction:

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
II	III/IV	conversation	10	ZO	1
TOTAL	III/IV	conversation	10	ZO	1

Course/module coordinator	Dr Monika Klein
Course instructor	Dr Monika Klein
Course/module objectives	The purpose of the course is to introduce students to methods and techniques of creative thinking that will contribute to solving wicked problems in innovative ways with team involvement.
Prerequisites	Knowledge of English at a conversational level.

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	Knows methods to improve his/her own development	SD_W08
Skills	2	EP 2	has the ability to develop and apply original and creative methodological solutions, research techniques and tools	SD_U04
Social competencies	3	EP 3	is aware of the necessity to creatively search for answers to contemporary challenges and to shape patterns of attitudes towards new phenomena and problems	SD_K04

CONTENT	Semester	No. of hours
Form of the course:		
1 How to Develop Innovative Thinking Skills – tools, methodes, aproaches	III/IV	2
2 Ways to Generate Ideas	III/IV	2
3. Ways to Narrow Down Ideas	III/IV	2
4. Key Factors for an Innovative Organization	III/IV	2
5. Organizational culture - rituals	III/IV	2

Modes of delivery	Power point presentation, discussion	
Assessment methods	Participation in lectures, project development and presentation, oral assessment	No. of learning outcome from the syllabus
	Observation, project	EP 1 – EP 3
Grading criteria		
	Principles for calculating a grade for the course	
Basic reading	Kurstan Ozenc, Margaret Hagan Rituals for Work: 50 Ways to Create Engagement, Shared Purpose, and a Culture that Can Adapt to Change, John Willey and Sons, New Jersey 2019 Ostervalder Alex, Pinguer Ives, Greorgy Bernarda, Alam Smith, Trish Papadkaos, Value Proposition Design: How to Create Products and Services Customers Want, 2014	
Supplementary reading	Peter Drucker Innovation and Entrepreneurship, Routlandge Classic 2015	

DOCTORAL STUDENT WORKLOAD:	
	No. of hours
Contact hours	10
Participation in test / exam	2
Preparation for contact hours	5
Private reading and studying	5
Participation in tutorials	
Preparation of project / essay / etc.	
Preparation for test / exam	3
TOTAL workload in hours	25
ECTS credits	1

Course unit title: **Academic Culture**

Unit: **Doctoral School at the University of Szczecin**	Course unit code:

Faculty / Department providing the course / module: Doctoral School

Mode of study: third degree, full time	Name of field of study:	Discipline of study:
Course / module status: elective		Language of instruction: English

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	III/IV	conversation	10	ZO	1
TOTAL	III/IV	conversation	10	ZO	1

Course/module coordinator	Dr Barbara Braid
Course instructor	Dr Barbara Braid
Course/module objectives	Familiarising doctoral students with academic culture, conduct and manners in a number of cultural contexts in Poland and abroad.
Prerequisites	English (spoken and written) at B2+ level

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP1	Knows the rules of conduct in various academic contexts of Polish culture and abroad	SD_W06 SD_W08
	2	EP2	Knows the methods of popularising one's research in the academic community, incl. digital communities	SD_W06 SD_W08
Skills	3	EP3	Can communicate and maintain relationships with scholars locally and abroad	SD_U08 SD_U09 SD_U10
	4	EP4	Can plan and shape their online presence and their role in the academic networks	SD_U09 SD_U11
	5	EP5	Can initiate and develop relationships with academic communities, including editorial boards, reviewers, conference conveyors, conference participants, associations, seminars, etc.	SD_U08 SD_U09 SD_U10 SD_U11
Social competencies	6	EP6	Can negotiate criticism in the academic context	SD_K01 SD_K02
	7	EP7	Can treat various actors of academic relationships with respect and collegiality	SD_K05 SD_K06
	8	EP8	Can share their ideas in a creative and thoughtful way in a variety of academic contexts, including online contexts	SD_K05 SD_K06 SD_K08

CONTENT	Semester	No. of hours
Form of the course: seminar (konwersatorium)		
1. Academic manners: addressing people, e-mails and other communications, cultural difference.	III/IV	2
2. Conferences, academic associations, and networking.	III/IV	2
3. Publishing and reviews: rules of conduct and dealing with criticism.	III/IV	2
4. Online presence, incl. social media. Online research and libraries.	III/IV	2
5. Academic values. Respecting differences and political correctness.	III/IV	2

Modes of delivery	Interactive presentation, discussion, pair work	
Assessment methods		No. of learning outcome from the syllabus
	written paper (a reflective journal)	EP1- EP8
Grading criteria	The grade is given on the basis of a reflective journal made of 5 entries on selected topics related to course contents.	
	Principles for calculating a grade for the course:	
	The course grade is equal to the grade given for the final assignment.	
Basic reading	Lupton, Deborah, Mewburn Inger, and Pat Thomson, eds. *The Digital Academic. Critical Perspectives on Digital Technologies in Higher Education.* Routledge, 2017. Shoja, Mohammadali M., et. al., ed. *A Guide to the Scientific Career. Virtues, Communication, Research, and Academic Writing.* Wiley Blackwell, 2020.	

	Wilkinson, David. *The Essential Guide to Postgraduate Study*. Sage, 2005.
Supplementary reading	Wellington, Jerry, et. al., eds. *Succeeding with Your Doctorate*. Sage, 2005. Cooksey, Ray, and Gael McDonald. *Surviving and Thriving in Postgraduate Research*. Second Edition. Springer Nature, 2019.

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	10
Participation in test / exam	0
Preparation for contact hours	5
Private reading and studying	0
Participation in tutorials	2
Preparation of project / essay / etc.	8
Preparation for test / exam	0
TOTAL workload in hours	25
ECTS credits	1

Course unit title: Design Thinking	
Unit: Doctoral School at the University of Szczecin	Course unit code:
Faculty / Department providing the course / module:	

Mode of study:	Name of field of study	Discipline of study:
Course / module status: Obligatory/research		Language of instruction:

Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
I	III, IV	conversation	10	ZO	1
TOTAL					

Course/module coordinator	Dr hab. Jarosław Korpysa, prof. US
Course instructor	Dr hab.Jarosław Korpysa, prof. US
Course/module objectives	Obtaining advanced knowledge and conducting in-depth discussion on design thinking in a science.
Prerequisites	Knowledge: A PhD student has knowledge in the field of creating a innovation at the level of master degree Skills: can independently plan and organize own work. Social competences: can discuss choosing and using appropriate arguments

LEARNING OUTCOMES

Having obtained a credit from a course/module, a doctoral student can:

Category	No.	CODE	Description	Ref. to the programme benchmark
Knowledge	1	EP 1	PhD student knows design thinking theories and their evolution	SD_W01, SD_W04
	2	EP 2	PhD Student knows social and human factors in the process of design thinking's	SD_W03
Skills	3	EP 3	PhD Student can analyze an organization and identify the need of implementation of design thinking	SD_U01, SD_U04
	4	EP 4	PhD student has the skills to use the methods of design thinking	SD-U09
Social competencies	5	EP 5	PhD Student is ready for analytical and critical thinking, problem solving and teamwork	SD_K01 SD_K02 SD_K07

CONTENT	Semester	No. of hours
Form of the course:		
1. Design Thinking Background	III/IV	2
2. How design thinking can turn your strategy into reality – managing ideas	III/IV	2
3. Design Thinking Approach	III/IV	2
4. Design Thinking Tools and Methods	III/IV	2
5. The implementation process of design thinking	III/IV	2

Modes of delivery	Classes with the use of multimedia presentations, discussion, work on case studies

Assessment methods		No. of learning outcome from the syllabus
	Project; teaching practice; case studies	EP 1 – EP 5
Grading criteria	Principles for calculating a grade for the course The final grade of the course is based on the result of: student's presentation of brief implementation design thinks in science (50% of the final grade), participating in workshops, group discussion and case study solving during the course (50% of the final grade)	
Basic reading	• Micheli, P., Wilner, S. J., Bhatti, S. H., Mura, M., & Beverland, M. B. (2019). Doing design thinking: Conceptual review, synthesis, and research agenda. Journal of Product Innovation Management, 36(2) • Brown, T., & Katz, B. (2019). Change by design: how design thinking transforms organizations and inspires innovation (Vol. 20091). New York, NY • Black, S., Gardner, D. G., Pierce, J. L., & Steers, R. (2019). Design thinking. Organizational Behavior.	
Supplementary reading	• Kumar, K., Zindani, D., & Davim, J. P. (2020). Methods and Tools of Design Thinking. In Design Thinking to Digital Thinking . Springer, • Luchs, M. G. (2015). A brief introduction to design thinking. Design thinking: New product development essentials from the PDMA. • Plattner, H., Meinel, C., & Leifer, L. (Eds.). (2015). Design thinking research:	

	Making design thinking foundational. Springer.
DOCTORAL STUDENT WORKLOAD:	
	No. of hours
Contact hours	10
Participation in test / exam	-
Preparation for contact hours	3
Private reading and studying	3
Participation in tutorials	-
Preparation of project / essay / etc.	5
Preparation for test / exam	4
TOTAL workload in hours	25
ECTS credits	1