

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		<p>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.</p> <p>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.</p>			
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 2 3	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	
		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>P. Baker, <i>Italian Renaissance Humanism in the Mirror</i>, Cambridge University Press, 2017.</p> <p>C-. G. Nauert, <i>Humanism and the Culture of Renaissance Europe</i>, Caambridge University Press, 2006.</p> <p>H. Jonas, <i>The Imperative of Responsibility. In search of an ethics for the technological Age</i>, The University of Chicago Press, Chicago - London, 1984.</p> <p>N. Maxwell, <i>How Universities Can Help Create a Wiser World: The Urgent Need for an Academic Revolution</i>, Imprint Academic. 2014.</p> <p>S. Collini, <i>What are Universities For?</i> Penguin Books, London 2012.</p> <p>J.F. Wyjatt, <i>Ortega y Gasset's Mission of the University: an Appropriate Document for an Age of Economy?</i> Studies in Higher Education, SRHE, Vol. 6, 1981, p. 59-69.</p> <p>N. Oreskes, <i>Why Trust Science?</i> Princeton University Press, 2019.</p> <p>A. Fragio, J. R. Velasco (ed.), <i>Contemporary Approaches in Philosophical and Humanistic Thought</i>, Aracne Editrice, Rom, 2017.</p> <p>D. Melé, <i>The Challenge of Humanistic Management</i>, Journal of Business Ethics 44 Kluwer Academic Publishers, 2003, 77–88.</p>		
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	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, <i>The Conscious Mind</i> , Oxford University Press 1996 2. David Papineau, <i>Thinking about Consciousness</i> , Oxford University Press 2002 3. David Chalmers, <i>The Character of Consciousness</i> , chapter 6, Oxford University Press 2010 4. Brian Loar, Phenomenal States, in: <i>The Nature of Consciousness</i> , ed. N. Block, O. Flanagan, G. Guzeldere, MIT Press 1997 5. David Papineau, Phenomenal and Perceptual Concepts, in: <i>Phenomenal Concepts and Phenomenal Knowledge</i> , ed. T. Alter and S. Walter, Oxford University Press 2007				
Supplementary reading	1. Philip Goff, <i>Consciousness and the Fundamental Reality</i> , 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	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		<ul style="list-style-type: none"> - 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			I	2	
a) Definitions					
b) Ranking					
c) Why comparing					
d) University Performance					
e) Mobilities					
2. Corporate governance in Modern Universities			I	2	
a) Corporate governance definition					
b) Corporate governance and university					
c) Strategies and university					
3. Technology and Modern University			I	2	
a) How technology can help universities					
b) How technology can hinder universities					
c) How universities use and should use technologies					
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. <i>Scientometrics</i> , 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](https://www.oecd.org/education/skills-beyond-school/Benchmarking%20Report.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		<p>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.);</p> <p>To enhance writing and research formulation skills with academic and non-academic audiences in mind.</p> <p>To explore the value of "scientific" vs. other forms of knowledge.</p> <p>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</p> <p>To help students examine their career choices and assumptions in light of the knowledge influence and impact themes.</p>			
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	<p>Selection of pages from:</p> <p>Merton, R. K. (1973). <i>The sociology of science: Theoretical and empirical investigations</i> Chicago, IL: University of Chicago Press.</p> <p>Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. <i>Organization Science</i>, 5(1), 14-37.</p> <p>Phelps, C., Heidl, R., & Wadhwa, A. (2012). Knowledge, networks, and knowledge networks: A review and research agenda. <i>Journal of Management</i>, 38(4), 1115-1166.</p> <p>Simon, H. A. (1991). Bounded rationality and organizational learning. <i>Organization Science</i>, 2(1), 125-134.</p> <p>Further readings will be provided during classes.</p>	
Supplementary reading	<p>Bartling, S., Friesike, S. (2014) <i>Opening Science</i>. Springer, Cham, doi.org/10.1007/978-3-319-00026-8</p> <p>Pain, E. (2018, February 28). Collaborating for the win. <i>Science</i>. Retrieved from https://www.sciencemag.org/careers/2018/02/collaborating-win</p>	

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: 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		<ol style="list-style-type: none"> Akhtar I. Research Design in: Research in Social Science: Interdisciplinary Perspectives. Ed.1, 2016 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". <i>Journal of Graduate Medical Education</i> . 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". <i>Quality & Quantity</i> . 52 (3): 1209–1225. doi:10.1007/s11135-017-0513-8. 2. Creswell, John W. (2014). <i>Research design : qualitative, quantitative, and mixed methods approaches</i> (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	<ol style="list-style-type: none"> 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. Pocięcha 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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: 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:						
1 Introduction. Relations between research and didactics					3	
2 The long shadow of (un)dead positivism					3	
3 Pedagogy and qualitative 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. <i>Qualitative Inquiry</i> , 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. <i>Critical Pedagogy and the Politics of Culture</i> . Routledge. Cosenza, J. (2014). Language Matters: A Dyslexic Methodology. <i>Qualitative Inquiry</i> , 20(10), 1191–1201.					
Supplementary reading	Ulmer, J. B., Kuby, C. R., & Christ, R. C. (2020). What Do Pedagogies Produce? Thinking/Teaching Qualitative Inquiry. <i>Qualitative Inquiry</i> , 26(1), 3–12.					

Wężniewska, 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: <i>Digital media in academic education</i>					
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. Elżbieta Perzycka, prof. US/ dr Aleksander Cywiński			
Course instructor		Dr hab. Elżbieta Perzycka, prof. US			
Course/module objectives		<ol style="list-style-type: none"> 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
Presentation, discussion, task and exercise					
Assessment methods				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. <i>Digital Innovations for Mass Communications. Engaging the User</i> , Routledge Taylor & Francis Group, New York and London, 2014. Perzycka E., & Łukaszewicz – Alcaraz A., (eds.) <i>Technologies of Imaging in Urban Communication – Report 2 from Kenya/Kilifi</i> , 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., <i>The Values in Educational Carriers of Culture. Trust</i> , 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: <i>Cooperation and team work in science</i>					
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		group project - (2-4 persons) in the form of an idea for a scientific article/research project. Activity during class is also assessed		No. of learning outcome from the syllabus EP 1 – EP 4	
Grading criteria		Principles for calculating a grade for the course			
Basic reading		<ul style="list-style-type: none"> West, M. A., Tjosvold, D., & Smith, K. G. (Eds.). (2008). <i>International handbook of organizational teamwork and cooperative working</i>. John Wiley & Sons. Fiore, S. M. (2008). Interdisciplinarity as teamwork: How the science of teams can inform team science. <i>Small Group Research</i>, 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. <i>Higher Education Research &</i> 			

	Development, 23(2), 147-165.
Supplementary reading	<ul style="list-style-type: none"> • 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		Individual project: Literature review on the selected topic of organizational change management			No. of learning outcome from the syllabus
		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), <i>Organization change. Theory and practice</i> (5 th edition), SAGE Publications. D. Christiane (2007), <i>Organizational Change Theories: A Synthesis</i> , 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, <i>Organization Science</i> , 20(2), pp. 281-293. – Jones O., Macpherson A. (2006). Inter-Organizational Learning and Strategic Renewal in SMEs. Extending the 4I Framework, <i>Long Range Planning</i> , 39, 155-175. – O'Reilly III C.A., Tushman M.L. (2004). The Ambidextrous Organization. <i>Harvard Business Review</i> , April. – Sull D.N. (1999). Why Good Companies Go Bad, <i>Harvard Business Review</i> , July-August.			

	<ul style="list-style-type: none"> - Stensaker, I.G., Falkenberg, J., Meyer, C.B. and Haueng, A.C. (2002) Excessive change: coping mechanisms and consequences, <i>Organizational Dynamics</i>, 31(3), pp. 296-312. - Schoeneborn, D., Blaschke, S., Kaufmann, I. M. (2012). Recontextualizing Anthropomorphic Metaphors in Organization Studies, <i>Journal of Management Inquiry</i>, 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, <i>Journal of Organizational Change Management</i>, 33(5), pp. 859-881. - Meyer, C.B. and Stensaker, I.G. (2006). Developing capacity for change, <i>Journal of Change Management</i>, 6(2), pp. 217-231.
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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