

Poznań, 1 grudnia 2019

PROGRAMME
for Certificate II-NN/2020
International Internship Programme for Lecturers
‘European Responses to Global Education Challenges’

The main issues and questions for lectures and discussions during the programme:

Module 1. Review of the world’s education systems (4 contact hours, 8 independent research)

Skill-knowledge shifts and educational approaches over the last 30 years; correlating education with global and economic trends; changes in the ages of students at all levels; life-long learning; the impact of technologies and the growth of computer literacy. Contrast and compare case studies of all levels of education, kindergarten-primary-secondary-university in such leading countries and groups of countries as northern Europe, the European Union, Japan, Singapore, the United States, and Great Britain.

Module 2. What kinds of knowledge should be taught to students in universities? (8 contact hours, 16 independent research)

How much of the exam tasks should be introduced in materials covered during the semester material? Can an exam task be considered distinct from material covered during the semester? Are educators “teaching the test”? What things should an exam check – memory, creativity, and skill, or other things? What does knowledge mean? How can educators accurately and fairly evaluate student knowledge? How can educators decrease the impact of examination stress on results? What is an appropriate quantity of material to be checked during the examination?

Module 3. What do exams check? (8 contact hours, 16 independent research)

What are the pros and cons of oral examinations versus written examinations? Computer-written versus hand-written? What is the optimal degree of examiner objectivity? Ultimately, what is degree of validity of “take home exams”?

Module 4. Contemporary problems of Erasmus+ Programme realization (5 contact hours, 10 independent research)

Are the main goals of Erasmus being achieved? For example, how can educators diminish the popular characterization of an exchange visit being “a vacation abroad”? Review some cases and research about the Erasmus+ Programme.

Module 5. Relations between future students, employers and universities (4 contact hours, 8 independent research)

How applicable or practicable is the knowledge imparted in bachelor's/master's programmes? Do enterprises need "almost-ready new employees" who require a minimum of time and training for adaptation? Or do enterprises prefer "fresh blood with new knowledge and approaches"? Who is really on the front line of research – universities or corporations? What is the best way to enable cooperation between universities and corporations?

Module 6. Successful students – who are they? (10 contact hours, 20 independent research)

Is there a fair method for identifying students as being successful? Why recruit them in the first place? Is academic success the best indicator of being a successful employee? Therefore, how should corporations recruit and select new employees? How can universities encourage students to study closer to the maximum of their capabilities? Is this approach desirable? What type of incentives, financial or otherwise, can or should universities employ? Who are the truly successful students – those who have maximum results on exams and exhibit understanding of research areas, or those who participate in scientific research and are able to apply and obtain knowledge from that research? If this posed question a false choice?

Module 7. Scientific activity of universities - is there a room for new approaches? (5 contact hours, 10 independent research)

Which way is a better strategy for universities to fund scientific activity – to compete for research grants given by public and private organizations, or to declare plans for perspective research and look for funds among public and private organizations? Does this vary depending on the discipline?

Module 8. Cross-cultural academic exchange – opportunities or problems? (4 contact hours, 8 independent research)

What is the ultimate value of cross-cultural experiences? What is the value of comparing students who study at American universities, Western European universities, and Central and East European universities, including those from former Soviet republics? Does the experience under different systems give students a deeper understanding of successes and failures of education systems? Do such experiences render movements or trends toward changing educational systems, and the approaches of scientists and academics?

Module 9. Lecturers in the universities – the cornerstone and key to quality (8 contact hours, 16 independent research)

Who are the better lecturers – those with a higher index of citation, those who write more books, those who have a better rating from students, or those whose students show better results on exams? Is there a proportional breakdown of faculty members more desirable than others? Are there other paradigms of evaluation that might prove more successful?

Module 10. The metrics of science – the rising challenge for universities (4 contact hours, 8 independent research)

Review of such scientific metric systems as Google Scholar Metrix, Thomson Reuters ISI, Scopus, Index Copernicus, Clarivate Analytics, CWTS, SJR, and Scimago H Index. Review of strategies for universities to raise their citation rating.

Upon completion of the modules each programme attendee will prepare and deliver a lecture to the other attendees. The topic of the lecture, approved by the personal consultant assigned to the attendee, will be related to the topics covered in the programme.

Approved by



REKTOR
WSPiA im. Mieszka I
w Poznaniu

dr inż. Włodzimierz Usarek, prof. WSPiA