

Good practices for academic teachers

University Council for Quality of Education
Poznan University of Technology



Poznan 2023

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The document was adopted at the University by resolution No. 114/2020-2024 of the Academic Senate of the Poznań University of Technology on February 22, 2023.

The study also uses materials from training courses conducted as part of the project "Poznan University of Technology - a university open to everyone" co-financed by the European Social Fund of the European Union under Priority Axis III. Higher education for the economy and development.



Ladies and Gentlemen, dear Academic Teachers,

It is with great pleasure that we present to you a set of good practices for academic teachers at the Poznan University of Technology. The study is intended to serve as an aid in conducting classes and a compendium of information useful in everyday work. It is addressed primarily to junior teachers starting work at universities and developing their teaching skills, but we are convinced that more experienced educators will also find valuable information in it, and maybe even inspiration for self-development. Good practices are the result of the work of the University Council for Quality of Education, but they could not have been created without the support and knowledge of experienced academic teachers at our university and many people who support our teaching activities daily.

Prof. dr hab. Agnieszka Merkisz-Guranowska

Chairwoman of the University Council for Quality of Education

Member of the Main Council of Science and Higher Education

Teaching is an art.

An academic teacher should:

- take care of the student-master relationship to build mutual respect while implementing the teaching process,
- be open to common discussion and exchange of views,
- demonstrate respect for students and members of the academic community,
 - maintain a high cultural and ethical level,
 - ensure the correctness of statements,
 - respect diversity,
 - be patient and understanding with students and younger colleagues,
 - have an individual approach to each student,
 - engage students in non-teaching activities,
 - be open to learning from students,
 - constantly educate oneself,
 - ensure that the content of classes is consistent with program objectives,
 - adapt the content of classes to the surrounding conditions,
 - ensure transparency in conducting classes and adhere to deadlines,
 - understandably convey teaching content,
 - formulate requirements clearly,
 - be ready to offer assistance,
 - ensure students' safety,
 - comply with the principles of personal data protection.

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Communication with students¹

The lecturers must prioritize the accuracy of their speech and adhere to accepted language and social standards.

Students should be addressed as Mr./Ms./Madam, thus showing them respect as adults. In addition, staying on the official footing allows the teacher to politely, while at the same time firmly interve in situations requiring the enforcement of appropriate behaviour or duties from the student.

During the first meeting with students (during the first class), the teacher should indicate the basic and optional forms of communication outside the hours of classes (direct contact during office hours, e-mail contact, and other forms of contact).

It is a good practice to obtain a telephone number from the group leader. This form of communication can be used in emergencies.

Daily, the most convenient form of contact with students is e-mailing, and in contact with a group of students (e.g. a lecture/class group) - messages sent via email using epoczta.put.poznan.pl system. An alternative way of communicating with students is also offered by the USOSweb system (only for students with an account in the USOS system) in the "USOSmail" tab.

If the student sends the teacher a message by e-mail, the teacher should reply without undue delay. If the response requires more time (e.g. checking a report or tasks), send feedback with the expected response time.

Instructions for sending messages via distribution lists in the USOSweb system can be found at <https://instrukcje.put.poznan.pl/usosmail/> (access to the instructions after logging in via eKonto).

¹ In this guide we use the term "student", but all the tips apply also to doctoral students

First classes

Upon greeting the class, the lecturers should introduce themselves and provide some background information, such as their name, place of employment, and professional experience related to the course.

Please familiarise students with the organisational rules for classes, relating to:

- attendance at classes,
- rules for justifying absences,
- the way of interacting with students during classes
- asking questions by students (at any time, at the end of classes) or explaining other doubts about students,
- the adopted form of crediting the course and assessment criteria,
- assessing activity,
- curriculum (according to the course description card, the so-called ECTS card),
- literature,
- information about the module page on the eKursy website,
- rules and forms of contact with the teacher after classes (e-mail, dates of consultations); if students will be sending projects, they should be warned that checking many projects sent at the same time requires the teacher to devote time and attention – students should not expect an answer right away or even within a few days.

Particular attention should be paid to the following: organisational rules must comply with the Study Regulations and the information contained in the course description sheet. Before the beginning of the semester, information about consultations in the university's guide should be updated (tab "Office hours").

Form of didactic classes

The content provided must be consistent with the course program contained in the course description card (the so-called ECTS card).

It is necessary to create an e-course on ekursy.put.poznan.pl. Please contact the faculty coordinator of e-courses. On the eKursy platform, information on the structure and form

of conducting classes and the rules for obtaining credits, the course description sheet and auxiliary materials required for learning the course must be posted on the eKursy platform.

The lecturer should use didactic methods that promote collaborative problem solving, decision-making, and critical thinking, instead of monotonous lectures.

Presentation of the practical aspects of the lectured material, especially its industrial applications, is highly appreciated.

The lecturer is an expert in the field. However, concepts and principles that may seem obvious to the lecturer can be challenging for those encountering the subject for the first time. Students do not yet have sufficient knowledge and experience, and academic teachers often assume that they have the appropriate knowledge and skills to understand the material being taught. To ensure that students can understand the content, it is important to encourage them to ask questions and raise concerns. When working on tasks or practical problems, it is helpful to divide them into stages and explain each stage separately. This will help students to better comprehend the task at hand and complete it successfully.

Students are ultimately responsible for learning, but the way of conveying knowledge and teacher's contact with students is crucial in guiding their thinking and behaviour. The lecturer takes on various roles to support teaching activities based on learning outcomes, such as moderator, commentator, and critic. For example, if the goal is for students to analyse case studies, the teacher's job is to moderate the discussion. To teach students how to argue and defend their work, the teacher must evaluate and challenge their ideas, encouraging them to consider other options.

It is important to ensure that teaching materials are engaging and current.

Teaching requires constant adaptation of content to the changing environment. When conducting classes on the course in subsequent years, one should be ready to introduce changes, e.g. when the methods used so far have not brought the expected results or recent issues and problems have appeared in the scientific area. To assess the effectiveness of teaching methods, feedback can be gathered through analyzing student grades, reviewing comments given in course evaluation surveys, or conducting interviews and surveys with students after the teaching cycle ends.

A survey about a given course enables obtaining information, e.g. on the method of conveying the content, friendliness and form of the presented issues, i.e. it may include aspects of classes not included in the university semester survey. It is also worth encouraging students to fill in electronic surveys for evaluating classes, as they are crucial for obtaining feedback on the way classes are conducted.

The university classroom is a place open to exchange of views and neutral discussion on all topics related to the surrounding world. The diversity of worldviews and clarity of their

transmission is an added value and even desirable in the academic environment because in this way it shapes the future intellectual society. However, when conducting classes, their goal should be borne in mind and both the conducted considerations and the initiated polemics should be directly related to it, to implement the planned scope of work foreseen for the given course. In justified situations, the lecturer should moderate the discussion by maintaining objectivity and neutrality of the opinions expressed by himself and the students. The university should be objectively impartial, trying to identify both the advantages and disadvantages of a given issue thanks to its employees and students. Thus, presented statements should respect the mutual diversity of interlocutors, their rights and the way they perceive the world.

If students ask problematic questions that the lecturer cannot fully answer during the classes, it is worth signalling it directly, possibly giving the reason for the impossibility of answering, or ensuring that the information will be provided after checking and returning to the issue during the next class.

Lectures should be illustrated with presentations. If possible, it is worth showing movies or using sound files. Audiovisual presentations and changing the form of communication during classes help students focus on reception and facilitate memorisation of content.

It is worth considering the preparation of scripts or textbooks for the group, especially if the relevant literature is not available.

If, as part of the classes, the teacher expects students to provide final papers (reports on the results of work, project descriptions, transitional papers, reports), make sure that:

- students received a description of the task and precise instructions on how to perform it (this applies in particular to projects),
- the purpose of the work has been defined, - editing requirements and the format of the presentation of the study were specified (e.g. text length, font, title page, bibliography citation rules),
- deadline for handing over the work was indicated and the consequences of failure to meet the deadline were specified,
- assessment criteria and its participation in the final assessment of the course are given,
- if it is indicated or useful, examples of studies were shown to students.

Conducting online classes

Online classes should be conducted via the ekursy.put.poznan.pl platform.

A link to the [ekursy](https://ekursy.put.poznan.pl) platform should be sent to students via distribution lists using the ePoczta system or the USOSweb system (only for students with an account in the USOS system) along with information about the date and method of enrolling in the course.

A link to online classes should be included in the e-course, regardless of whether the teacher uses e-meeting, Zoom or another platform for remote meetings.

Before starting classes, check the equipment and software functions.

Instructions for using individual functions of the [ekursy](https://ekursy.put.poznan.pl) platform, together with instructional videos, are available at <https://instrukcje.put.poznan.pl/category/elearning/ekursy/> (access to the instructions after logging in via eKonto).

The course conducted remotely should be especially elaborated by the teacher since the lack of eye contact and the inability to enter into interpersonal interaction significantly reduce the amount of content received by the listener. Do not read the text in the presentations. The lecture should not take the form of an audiobook.

Below one can find tips for conducting classes remotely and engaging students.

Classes should be divided into parts covering:

brief introduction -> concepts -> examples -> action -> summary

Start with a brief introduction. It can be done in the form of questions that will lead to a formal discussion (*What do you think about...? or Have you met...?*). The teacher should also state the purpose of the lesson.

Then proceed with the presentation, which explains the theoretical background of the problem and the key concepts and definitions. As in stationary lectures, do not include too much text in the presentation (it is better to use charts, infographics, and sub-points) and read it from the slides. In a presentation, you can combine terms and definitions with appropriate pictures for a more visualised presentation of your activities. In the following, examples are discussed in the form of photos, diagrams, stories, and short films.

During laboratory classes or exercises, students should be involved in the activity. Depending on the number of participants, divide the group into teams (create rooms) and then discuss the task to be performed along with instructions and time for its completion. The teacher should visit individual rooms, offering help to students and answering questions. At the end

of the activity, representatives of each team should share the results with the group (orally or in the form of a short presentation). The work of students (in a group or individual) can be related to a text, or a film or take the form of a gamification, a case study or answers to 2-3 practical questions (What can be done in such a situation?) or theoretical (referring to the knowledge from the presentation).

End the class with a summary that students can easily remember. The summary can also be prepared by students, but the process of concluding must be moderated by the teacher.

To increase student involvement, you can divide a 90-minute lesson unit into thematic blocks. Each block should have a structure like the scheme described above.

Preparing a presentation for students

Useful information for preparing a presentation:

- on the first slide (the title slide) it is worth including, apart from the title of the presented lecture (issue), the teacher's name and surname;
- it is advisable to avoid accumulating too many details and content on the slides. The primary purpose of slides is to assist the lecturer in illustrating the issues and engaging students. However, they are not meant to replace books or other materials in which the content is presented comprehensively.;
- when using a template, do not include unnecessary elements that will distract attention and are not necessary to explain the discussed issues;
- instead of complete sentences, it is advisable to put short phrases or sentence equivalents, which are then discussed;
- recommended fonts, especially for visually impaired people are Verdana and Arial;
- the font should also have an appropriate size so that students, regardless of their place in the room, can see the presented text; depending on the font type, the minimum size is 18 for large typefaces and up to 24 for smaller ones;
- capital letters should be used only in titles, possibly with individual entries, never in sentences;
- choose the right colours on the slides; their content must be visible, even if there are not ideal conditions in the room (e.g. strong sun makes bright colours look pale); also the projector used in the room may distort colours and display them differently than the computer screen on which the presentation was created; an important rule is to

use notable contrast, the colours must be vivid (but not bright), and the individual elements must be distinguishable from the background;

- avoid inserting animations and moving pictures on the slides, as they distract attention from what the lecturer is saying;
- the presentation should be consistent (same fonts and sizes, background colours, etc.).

Templates prepared by the university, available at <https://www.put.poznan.pl/siw>, should be used to prepare the presentation.

Outdoor classes

In case of classes conducted outside the university premises, it is necessary to ensure the safety of students.

The lecturer should check whether the faculty has specific procedures. If there are none, he/she should report field activities to the appropriate vice-dean and director of the institute.

It is obligatory to report the outdoor classes to the Careers Service Centre (CPiK) so that they are covered by accident insurance during classes outside the university. Data of students taking classes outside the university should be sent to the e-mail address cpk@put.poznan.pl, at least 3 working days before the planned departure. The appropriate form is available at the dean's offices, it can be also obtained directly from the Careers Service Centre by contacting us by phone (61 665 20 10 or 61 647 58 62) or by e-mail (cpk@put.poznan.pl).

Cancelling classes

If classes cannot be held on the date specified in the schedule, students and the dean's office must be notified.

The best way to inform students is to send a message via the distribution list provided in the ePoczta system or in the USOS system (for students with an account in the USOS system).

If you cannot send a message via the distribution list, please contact the group leader by phone. If classes are cancelled unexpectedly and students cannot be reached by phone, ask another teacher administrative staff to notify the students about cancellation.

After confirming with the group leader, missed classes should be rescheduled for a later date. Information about new date should be provided to the person responsible for planning classes to avoid misunderstandings and problems in the event of an inspection, internal audit, or accreditation visit.

Assessing students and grades

Students should be assessed according to objective criteria made available to them and consistently used. The method of grading should be specified in the course description sheet. Students should be informed about the rules for passing individual courses during the first class. It is unacceptable to change the criteria and rules during the semester.

Learning outcomes verification determines passing non-exam classes. The verification is carried out by the teacher who has to issue a grade by the end of the semester's classes.

The final grade for laboratory and practical classes should result from partial grades. These particular classes should not be passed based on one final summative assessment.

According to the Study Regulations, the lecturer must correct and grade final exams within 7 days. Grades from tests, theses or credits are best entered into the course on the ekursy.put.poznan.pl platform, even if the classes are conducted in a stationary form at the university.

If grades are sent collectively to the group leader, it is important to ensure that students are identified by their student number and not by name.

It should be borne in mind that the student has the right to inspect the assessed written work and may contact the teacher to clarify the assessment. The teacher is obliged to answer the question, provide insight into the work and clarify any doubts. Particularly in the case of unsatisfactory grades, it is worth giving students time to explain their mistakes, preferably during consultations. In special situations, due to the deadlines for approving grades (e.g. for the diploma semester of first-cycle studies), it is advisable to allow students to view their work as soon as possible.

Final grades should be entered into the eProto or USOS system, respectively. In both systems, grades are approved automatically within the time limit set by the university.

Under the Rector's Resolution No. 26 of May 27, 2022, credit grades should be entered into the system within 7 days from the completion of the course, but not later than by the end of the period of classes in the semester (for the basic term) or no later than by the end of the session (for correction period). Exam grades (for both dates) should be entered within 7 days of the examination, but not later than by the end of the session. If the above-mentioned deadlines are not met, new ones should be agreed with the coordinator for documenting the course of studies, appointed by the dean of the faculty or the director of the relevant unit.

The following grading scale is used at the university: 2.0 (fail), 3.0 (satisfactory), 3.5 (satisfactory plus), 4.0 (good), 4.5 (good plus) and 5.0 (very good).

The percentage range for a given grade is determined by the teacher. The suggested percentage thresholds for verifying learning outcomes, in particular as part of credits and exams, are as follows:

Percentage range	Grade
<0–50)	2,0 (fail)
<50–60)	3,0 (satisfactory)
<60–70)	3,5 (satisfactory plus)
<70–80)	4,0 (good)
<80–90)	4,5 (good plus)
<90–100>	5,0 (very good)

To grade individual tasks or questions teacher should set a maximum number of points for each complete answer. Depending on the level of answers, the lecturer may award the maximum number of points, part of the points, or zero points. Negative points should not be used, as there is no reason to lower the result of positive answers.

When evaluating group work, the teacher should:

- evaluate the process, not just the result, which is particularly important if, in addition to knowledge, students are to master skills such as communication, meeting deadlines, collaboration, etc.;
- evaluate the work of each member to encourage students to work hard on their own and not rely on others' work.

A student's absence from a colloquium, test, exam, or other form of testing knowledge and skills may not result in an unsatisfactory grade. An unsatisfactory grade may be given to a student only for lack of knowledge or failure to comply with the arrangements presented in the first class and in the course description sheet (e.g. the need to pass all or most of the staged works, performing tasks specified in the laboratory regulations).

If the student does not participate in the test or exam, the status "absent" (NB) should be marked in the system. A student's absence, including an excused one, for more than 1/3 of the form of classes may be the basis for failing classes (this rule does not apply to lectures where attendance is not obligatory). The student receives the status "unclassified" (NK) in the system. Failure to classify a student means that he/she cannot complete a given form of classes and must repeat the course.

Please note that lectures are optional and students cannot be penalised for not attending. The lecturer can appreciate the presence of students at the lecture, e.g. by awarding additional points.

A student who receives an unsatisfactory credit grade is entitled to one makeup credit by the end of the examination session after an audit of the degree of learning outcomes. If the student does not participate in the test, he loses the first date (regardless of whether he presented an excuse or not) and completes the classes on the make-up date.

The student has the right to take the exam twice, including the resit exam, in the given classes in a given semester. Unjustified failure to take the exam by the student is tantamount to losing this date. Unjustified failure to take the make-up exam or obtaining a negative result results in failing the classes. The student has 7 days to justify absence from the exam.

Particular attention should be paid: grading and informing students about grades must be precisely defined at the beginning of the semester and under the Study Regulations.

Diploma thesis

A diploma thesis is a self-directed study of a course related to a student's field of study. It shows student's knowledge, skills, and ability to analyse and draw conclusions independently.

The method of informing about the topics and the guidelines for the assignment of diploma theses depends on the rules adopted by the faculties. Most often, promoters provide topics for the thesis or indicate the research area in which diploma theses can be carried out.

The student should be able to propose his topic, as long as the topic is within the area of scientific interests of the promoter and the promoter agrees to change it. It is worth

supporting students in developing scientific interests and enabling them to write diploma theses on the topics they propose.

The teacher should determine the title of the diploma thesis no later than before the student is enrolled in the last semester of studies. The schedule for the implementation of individual elements of the work should be agreed with the graduate students. For each diploma thesis, a diploma thesis card is issued (by the end of the first month of the last semester of studies) in accordance with the applicable form. The promoter's obligations regarding the preparation of the card are defined by university regulations, but it is good practice to jointly determine the content of the card between the promoter and the student.

If the diploma thesis is carried out in a team, remember to specify detailed tasks for each student.

In exceptional situations, a student may carry out confidential work. It should be noted that such works are carried out only when they contain information covered by a trade secret. In the first place, students should be offered to change the name of the company to one that will not be associated with a given entity, and possible deletion/processing of data so that it does not violate the interests of the company.

Work is considered confidential only if a confidentiality agreement has been signed. To initiate such an agreement, the student must report to the Careers Service Centre. Confidential works must be submitted to CPiK at the beginning of the diploma process (and not during it or even more so at the end).

The diploma thesis obtains the confidentiality status only after obtaining all the necessary signatures, approval of the Vice-Rector for Student Affairs and Education and registration of the agreement by CPiK. A confidentiality commitment must be signed before obtaining and the use of information constituting a company secret.

Please pay attention to sending these types of diploma theses by e-mail (do not send them to email addresses outside the put.poznan.pl domain), safely storing them in electronic and paper form and not making them available to other people. These rules apply not only to promoters but also to reviewers, members of examination boards and, above all, students. Confidential diploma theses are not checked in the Uniform Anti-Plagiarism System (JSA), which makes it difficult to assess and detect possible plagiarism.

While supervising the diploma thesis, the promoter has to ensure that the student is provided with the obligatory information to cite the results of other authors' works, regardless of the information provided by the lecturers of diploma seminars or other courses related to the conduct of scientific work.

Providing students with information on the principles of citing works and forms of plagiarism shapes social competencies related to the organisation of scientific work and responsibility for the results of one's activities, as well as ethical attitudes in accordance with academic values, which should ultimately prevent plagiarism in diploma theses.

Regardless of preventive measures, students have to be informed that the finished thesis uploaded to the university system will be verified using an anti-plagiarism program, and have to be aware that the penalty for non-compliance with certain rules is inevitable.

After the student uploads the diploma thesis to the IT system, it will be then checked by the JSA system. Based on the generated JSA report, after logging into the eKonto system, the promoter decides whether to approve (or not) the thesis. If the PRP (Percentage Similarity Size) value in the JSA report is exceeded, the student should be asked to correct the thesis (maximum 2 times), providing the student appropriate guidelines. There is no reference above which revision or rejection is recommended. It all depends on the nature of the work and the scope of the literature review. The decision to accept or reject the work is made by the promoter himself.

In accordance with the Rector's Resolution No. 20 of April 21, 2020, when the PRP for the checked diploma thesis is up to 60%, reports are available only in an electronic form in the IT system. When the PRP indicator is 60% or above, and the supervisor allows such a thesis to be defended, the general report must be printed together with the reasons for such a decision.

If the thesis is suspected of being plagiarism, the promoter notifies the rector to start an investigation. At the promoter's request, the student may be asked to provide the thesis in printed form.

It is important that the promoter, in his opinion on the diploma thesis, complete the "Other comments and remarks" field. The text does not have to be long, but it is worth highlighting the strengths of the work and pointing out potential weaknesses or errors. The same applies to the reviewer of the thesis and the opinion prepared by him.

Management of students' personal data

When sending the results of students' works collectively in electronic form or making them public in another way (e.g. by hanging the test results on doors/showcases, or sending

collective letters to group leaders), do not put names and surnames, please use student numbers.

Students' personal data may be made available to other institutions only based on the law or the express written consent of the student.

All employees of the university processing the personal data of students must complete training in personal data protection and have authorization to process personal data issued by the rector of the Poznan University of Technology.

In order to contact students via email, official mailboxes in the put.poznan.pl domain must be used.

Personal data of students must be secured and properly destroyed after use. Pursuant to the Study Regulations, the lecturer is obliged to store written examination papers for 12 months from the end of the academic year.

Computers on which students' personal data are processed should be secured in the manner described in the personal data protection policy of the Poznan University of Technology (Rector's Resolution No. 13 of May 25, 2018).

Access to IT systems where students' personal data is processed may only take place after meeting the requirements set out in the Rector's Resolution on the use of work computers in IT systems of the Poznan University of Technology (Rector's Resolution No. 7 of February 10, 2022).

In case of doubt, please contact the Data Protection Officer (piotr.otomanski@put.poznan.pl, tel. 61 665 36 31).

Particular attention should be paid: each newly employed employee should report to the head of the unit in order to undergo personal data protection training.

Special situations during classes

Fainting

If a student faints, first of all, the vital functions should be assessed (check if the person is breathing regularly and check if airways are clear).

Breathing can be checked by putting your ear to the casualty's mouth and checking the airway. Vital functions can also be assessed visually - by observing chest movements for about 10 seconds (which is recommended during a pandemic). If no breathing is felt within 10-15 seconds, call an ambulance immediately and start CPR (30 chest compressions followed by 2 rescue breaths).

In the event of sudden cardiac arrest, AED defibrillators located in the following locations can be used for immediate resuscitation: at the security desk in the Lecture Centre and Library (A-23), on the ground floor of the Rectorate building (B-1), in the concierge of A-1 buildings (so-called "BM"), A-3 (so-called "Electrician") and the Faculty of Computing and Telecommunications at Polanka Street (A-25), by the gatehouse in the building of the Faculty of Architecture and the Faculty of Engineering Management (A-30) and the Sports Centre (A-29), by the locker room in the Centre of Mechatronics, Biomechanics and Nanoengineering (A-5) and in the main hall in the building of the Faculty of Chemical Technology (A-28).

If breathing has not stopped, the person who fainted should be placed in the side recovery position or on the back with legs elevated.

An unconscious person must not be given water to drink, as he/she may choke.

It should be ensured that the person who fainted or collapsed has access to fresh air (we open the door or window wide and move the gathered people away to provide as much space as possible).

After fainting, do not quickly bring the person who fainted to an upright position, but allow him/her to remain in lying and then sitting position. You can give water after a while. It is a good idea to provide access to fresh air and ask other students to move away.

A special case is an epileptic attack. If a student has a seizure, nothing can be done to stop it. If the person has fallen, make sure the head is secure and wait for the seizure to pass. When it subsides, the person may feel confused and embarrassed. If possible, provide the person with a secluded place to calm down.

Additional information:

Teachers receive more information on the principles of first aid during health and safety training.

Instructional videos with first aid are available on the PP intranet on the website of the Health and Safety Inspectorate in the "Files/BHP Instructions" tab: <https://intranet.put.poznan.pl/department/files/rb>.

Accidents and injuries

Accidents are sudden events caused by an external cause causing injury or death.

In case of injury, first aid should be provided to the injured person and an ambulance should be called.

If a student's body was injured during classes organized by the university (on its premises or outside), the event should be reported to the head of the organizational unit, where the accident occurred, who then reports the incident to the Health and Safety Inspectorate. The student accident report form, containing the data of the injured party, a description of the circumstances of the accident and its consequences, and the names of witnesses, is available on the PUT intranet on the website of the Health and Safety Inspectorate (<https://intranet.put.poznan.pl/departament/rb>, information about the student's accident).

Additional information:

Additional information related to the procedure in the event of accidents and injuries of students is provided by employees of the Health and Safety Inspectorate (tel. 61 665 24 34, maciej.szaj@put.poznan.pl).

Instructional videos with the principles of first aid are available on the PUT intranet on the website of the Health and Safety Inspectorate in the "Files/HS Instructions" tab: <https://intranet.put.poznan.pl/departament/files/rb>.

Aggressive people

Try to remain calm in a crisis. If a student or other person in the room behaves aggressively and cannot be reassured verbally, immediately notify the security. In the buildings of the Lecture Centre and Library (A-23) and the Rectorate (B-1), a security guard is on duty 24 hours in the buildings of the Faculty of Architecture and the Faculty of Engineering Management (A-30), the Centre of Mechatronics, Biomechanics and Nanoengineering (A-5) and the building of the Faculty of Chemical Technology (A-28), security personnel is available until 6 p.m. on weekdays and weekends of part-time studies. In other facilities, contact with mobile security staff is provided by the porter's lodge. You can also call the extension number 2711 directly to the security office at Kornicka Street (open 24/7).

In a situation where a person behaving aggressively poses an obvious threat to the life of persons staying on the premises of the university or its property, the police should be called (112 or the direct number of the Nowe Miasto Police Station: 47 77 123 11), and then the head of the Security Department should be notified (tel. 601 383 868). The head of the Security Department notifies the university authorities about the incident.

People with mental disorders

In a crisis, you should try to stay calm and speak slowly, clearly and firmly. If the person does not know us, we should introduce ourselves and keep the conversation formal. You should maintain eye contact at all times, and approach calmly so as not to cause surprise, but at a distance of not less than 2 meters. Stand so that you have the door or corridor behind you.

If possible, ask how you can help. Unusual behaviour may be the result of a reaction to stimuli, e.g. noise, or light, and if we are informed about it, then of course the cause must be removed.

If the situation requires it, ask the person about any medicines.

It is important to keep in touch with the student; do not ask his colleagues to take care of him.

If, in your opinion, a person in crisis requires help, he or she should be informed about the possibility of obtaining it at the Poznan University of Technology Psychological Help Point (5P). The point offers free help for students, PhD students and employees. More information can be found in the "Psychological Help Point of the Poznan University of Technology" tab on the website of the Equality Department (<https://www.put.poznan.pl/node/59129>). Help can also be obtained from the Support Centre for People in Mental Crisis by calling the national number 800 702 222.

Epidemic situation

In the event of an epidemic situation, the principles university functioning and conducting classes are regulated by the Rector's resolutions.

Evacuation

The decision to evacuate buildings is made by the building owner or security officer. In some buildings (Lecture Centre and Library, Centre for Mechatronics, Biomechanics and Nanoengineering, student dormitories) an audio warning system informs about the obligation to evacuate.

If we notice smoke, fire or other danger, despite the lack of an evacuation announcement, students should be removed and the security or building owner notified.

First of all, you should ensure the evacuation of persons with limited mobility. People without disabilities should help people with limited mobility.

When evacuating rooms, make sure that no students remain inside. If evacuation routes for individual people or groups are cut off, the operation manager should be immediately notified.

Care should be taken to keep the evacuees calm and disciplined. Any manifestations of panic should be eliminated using persuasion or even physical force.

The direction of evacuation is indicated by green arrows placed in communication routes. There are specially marked assembly areas outside the buildings where students and employees should gather so as not to disturb the emergency services in ongoing activities.

When the fire brigade units arrive, you must strictly follow the instructions given by the emergency services.

During a fire, remember to:

- when leaving rooms, do not lock them/lock them with a card, so as not to hinder the intervention of services;
- do not use the elevators, even if they are still working;
- do not open doors to rooms that may be on fire unless necessary; if the situation requires opening the door to such rooms, you should hide behind the door frame - you must not stand in front of the opening door;
- when in a smoky room, try to stay near windows, doors and other openings allowing fresh air;
- in heavily smoky rooms, move in an inclined position, keeping your head as low as possible, and move along the walls so as not to lose orientation, and cover your mouth and respiratory tract with a cloth, if possible - soaked in water (which makes breathing easier).

Special attention should be paid: the primary goal of evacuating buildings is to save human lives. People are evacuated first, and only then the university property.

Additional information:

You will receive more information on behaviour during evacuation during occupational health and safety training.

Evacuation plans for individual buildings with directions to the nearest emergency exit have been published in designated places in the buildings. In addition, in each building, on the evacuation routes, there are pictograms (green arrows) indicating the evacuation directions to the building exits.

Fire safety instructions are most often available at building reception desks or at building security staff.

International students

Conducting classes with international students enriches them since foreign students have different points of view on many issues; it is also a challenge for the teacher, especially when the classes are conducted in English. It should be remembered that foreign students come from various cultural backgrounds and often have different customs and behaviours.

When working with foreigners, one should:

- introduce himself/herself during the first class, providing name and surname, e-mail address and method of communication (taking into account the day, time, place of consultation) - it is worth writing this data on the board or showing it on a slide (as it happens that students have problems understanding Polish sounds) - and make sure that students know in which room and building consultations or other classes are planned (it sometimes happens that students do not know the layout of rooms at the Poznan University of Technology);
- ensure that students participated in Orientation Week and received information about the schedule and academic year schedule;
- explain the rules of work during classes (asking questions, communicating with the lecturer, the form in which students should address teachers during classes and in electronic correspondence, in accordance with Polish academic etiquette, and grading rules); please remember that the rules may be different in schools or universities in other countries;
- when explaining issues (regardless of the language), periodically make sure that students understand the content of the classes well, and encourage them to ask questions if they do not understand the content of the classes;
- share materials from classes, because foreign students will not always be able to take notes quickly enough if they do not learn in their native language;
- use the group work method to allow students to learn from each other and work in a multicultural environment, which will strengthen their social competencies.

An important issue is the way of starting classes, the so-called small talk. During this recommended form of introduction aimed at encouraging participants to communicate, students answer a few questions before starting the substantive part, e.g. *What's the weather like today? How do you like Polish food?*

An academic teacher should remember:

- that the sense of humour in many cases differs significantly from the Polish one (foreign students do not understand Polish anecdotes and jokes);
- to avoid talking about political issues, taking into account the fact that students of different nationalities participate in classes at a given faculty;
- to avoid conversations regarding individual and private aspects of life, such as religion, financial status, gender, political preferences, etc.;
- that international students may experience the so-called culture shock, which lasts up to 3 months; an academic teacher should observe the group to support progress in teamwork and integration or notice its lack and detect conflicts (if they arise).

It is worth mentioning that cultural differences during classes with a group of international students may manifest themselves in the following areas:

- attitude towards time and timely commitments,
- social distance,
- ceremonial,
- body language/gestures/mimics/proxemics,
- expressing opinions directly vs. camouflaging one's own opinion so that it is consistent with the accepted opinion.

Academic teachers not only teach but also introduce international students to multiculturalism and multilingualism at the university.

Additional information:

Additional information related to communication in an international environment and cultural differences can be found in the literature:

- R.R. Gesteland, *Różnice kulturowe a zachowania w biznesie*, przeł. H. Malarecka-Simbierowicz, PWN, Warszawa 2000 (Biblioteka WIZ),
- D.M. Stringer, P.A. Cassiday, *52 activities for improving cross-cultural communication*, Intercultural Press, Boston–London 2009 (Biblioteka CJK),
- H. Spencer-Oatey, P. Franklin, *Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication*, Palgrave Macmillan, 2009 (Biblioteka CJK),
- S.J. Magala, *Kompetencje międzykulturowe*, Wolters Kluwer Business, Warszawa 2011 (Biblioteka WIZ),
- L. Szczuka-Dorna, E. Vendome, *Introduction to Interpersonal Communication*, Wydawnictwo PP, Poznań 2017 (Biblioteka Główna),

- *Patterns of Cross-Cultural Business Behavior*,
<https://www.toolshero.com/markteing/patterns-cross-cultural-business-behavior/>.

Students with special educational needs

General rules

Persons with special educational needs (SEN) are people who have a spectrum of symptoms that make it challenging or impossible to function: motor, sensory, cognitive, communication, emotional-social and/or mental, affecting the quality of life and performing social functions. These are people with physical disabilities, blind and visually impaired, deaf and hard of hearing, speech disorders, chronically ill, autism spectrum disorder, specific learning difficulties (dyslexia, dysgraphia, dyscalculia), psychomotor hyperactivity disorder and attention deficit disorder (ADHD), with intellectual disabilities, suffering from depression, obsessive-compulsive disorders, etc. Students with SEN are not only people with visible disabilities.

Help should be offered when it appears that the person may need it. Before helping a student with SEN, you should ask first.

Students with SEN should be enabled to complete the educational process by adapting standard forms of transferring and testing knowledge in such a way that they do not constitute a privilege for a person with SEN, but rationally equalise their opportunities in the educational process. An employee of the Office for People with Disabilities should inform teachers about the need to adapt the educational process to the needs of a student with SEN.

The principle is to strive to make the smallest possible changes to the standard way of teaching, e.g. adapting the written exam should first involve changing the way of writing (e.g. in large print, on a computer or in an extended period).

Students with SEN should have opportunities to participate in classes and verify their knowledge tailored to their needs. Treating all students equally does not always mean “fairly.” When unsure, ask the Office for People with Disabilities employees who support students with special educational needs for advice.

Special attention should be paid to: the adaptation of the educational process for students with SEN must guarantee the provision of substantive criteria applicable to all students. Any changes must therefore be prepared in such a way as to ensure that key elements of the

study program are maintained and that students with SEN achieve the learning outcomes assumed in the program.

If a student does not have support from the Office for People with Disabilities, and the teacher's teaching experience indicates that he or she should apply for it, the student should be informed that he or she can apply to adapt to the educational process and individual support. Applications are available in the system (USOS/eStudent).

Additional information:

Films raising awareness of special needs and introducing the issue of equality, prepared by the Office for People with Disabilities, are available on the YouTube channel of the Poznan University of Technology:

<https://www.youtube.com/watch?v=ytER4VX5Dkc>

<https://www.youtube.com/watch?v=6qdc1AtmCQw>

https://www.youtube.com/watch?v=Fisp0_o1TTE

<https://www.youtube.com/watch?v=MSbgyrkGuVs>

<https://www.youtube.com/watch?v=6DBeHpbL3zQ>

Lecturers can find tips on how to help people with special educational needs on the Office for People with Disabilities's website under the "For lecturers" tab.

If you have any doubts or questions, please contact the university's Office for People with Disabilities (bon@put.poznan.pl, 61 665 29 58). The Office for People with Disabilities is part of the Equality Department of the Poznan University of Technology.

Students with speech disorder

Persons who struggle with pronunciation should be given more time and attention, maintaining eye contact with them. Such persons should not be corrected, interrupted or replaced.

If you do not understand what the student is saying, ask the student to repeat. To facilitate communication, you can ask the student a question requiring only a short answer or a confirming or negative head movement.

People with speech problems can participate in classes during which the student provides oral answers. Care should be taken to create the most comfortable conditions for the student's expression, especially silence, and to eliminate stressful circumstances. Students with speech disorders should present their work using multimedia presentations and brief comments.

Students with hearing disorder

Avoid shouting and speak clearly at a normal or slightly slower pace in classes with deaf or hard-of-hearing individuals. You should not slow down your speech unnaturally or exaggerate your articulation. You should not cover your mouth with your hand while speaking, turn your back, walk around the room, etc. These activities prevent deaf people from looking at the speaker's mouth.

When speaking directly to a deaf or hard-of-hearing person during classes or consultations, you should speak briefly and concisely. If the statement is not understood, it should be repeated, using different words if possible. The good practice is to visualize commands but avoid excessive gesticulation.

If trying to establish contact using speech proves unsuccessful, try to communicate in writing, using short and simple sentences.

When working with students with hearing loss, noise sources must be eliminated. A student with hearing loss can work in a group of a maximum of 2-3 people. Make sure only one person is speaking at a time and avoid tasks that require listening and writing at the same time.

Students with visual impairments

Visually impaired students may have problems understanding many concepts, distinguishing details, and working speed, especially when writing and reading.

You should discreetly ask the student how much he/she can see, whether the position in the room is important, and what help is needed.

For students with visual impairments, especially blind persons, the ability to record classes is a great help. The student may also use optical aids or a Braille machine.

If blind or visually impaired students participate in classes, the teacher should read aloud what is written on the board. If possible, it is worth providing students with materials in electronic form. The presentation of drawings, charts and diagrams should be accompanied by a verbal description. When presenting exhibits or models, the students should be able to familiarize themselves with the object by touch (if possible) or see it over (visually impaired students).

During tests, exams and other forms of testing knowledge for visually impaired people, you should prepare tests using large fonts, increase the spacing between lines, avoid the accumulation of details on the page, use schematic drawings, do not highlight important information only in colour and ensure appropriate contrast of the print with the background.

In the case of blind people, the form of knowledge testing should be adapted to the student's abilities and preferences.

Blind and visually impaired people should have more time to perform tasks and written work (tests, assessments, exams).

Students with difficulties in participating in social life

People on the autism spectrum are people characterized by social and communication deficits (social-emotional reciprocity, non-verbal communication, understanding and maintaining relationships) and persistent interests and repetitive behaviours (repetitive speech, movements, excessive use of routine, hyper- or hyporeactivity to stimuli, in particular including hypersensitivity to light and noise) of varying degrees of severity.

People on the autism spectrum are not sick, they just have a different way of thinking and processing information.

Autism is often accompanied by other disorders, such as depression, anxiety disorders, ADHD, dyslexia, phobias, obsessive-compulsive disorder, and epilepsy.

People on the autism spectrum tend to isolate themselves from their surroundings (e.g. they look out the window instead of at the teacher), which allows them to limit stimuli, but does not mean disregarding the teacher or the course. These people may have trouble focusing and have difficulty reading emotions. Their written statements are short, specific, without attention to form, and may be perceived as careless.

Autonomous learning is better for individuals with autism.

It is important to communicate with individuals on the autism spectrum using clear and concise language, speaking at a slower pace, and allowing for appropriate pauses in conversation.

The rules for preparing written works (colloquiums, tests, tests, exams) for students with autism spectrum disorder include: extending the time, instructions should be specific, the most important information should be underlined or bold, there should be a maximum of 3 tasks on the page (due to difficulties in extracting information), the font should be larger, it is recommended to use supporting drawings.

Non-binary people

Non-binary is a collective term for people who do not fit into the female/male binary.

Some non-binary people prefer to use non-gender forms instead of binary ones. Therefore, it is best to use gender-neutral language. For example: instead of *Please, prepare Mrs/Mrs...*, use the form *For the next class, please prepare...*

Many non-binary people, due to the limitations of the Polish language or their preferences, decide to use the forms he or she. It is best to ask a non-binary person how to address him/her.

Responding to manifestations of hate on social media

When posting, you should always use appropriate language and communicate without verbal aggression, setting appropriate standards for dialogue.

If offensive comments appear, such accounts should be reported to administrators or moderators of websites and social networking sites.

If there is such an option, it is best to block the account of the person hating and posting offensive comments. It is important not to enter into discussions with such people, as this usually leads to an escalation of inappropriate behaviour.

Characteristics of a good academic teacher

The lecturer should possess qualities such as politeness, empathy, and the ability to establish contact with others with ease.

A competent lecturer should maintain professional boundaries, including confidentiality.

It is important to treat all students with equal courtesy, and it is unacceptable to have disparaging attitudes towards them or show favoritism towards certain students based on personal preferences.

A good teacher should have the ability to act creatively and in a non-standard way, use new techniques and methods of teaching, and even create innovative solutions.

Every lecturer should be guided by moral principles, refrain from quick and superficial assessment of the situation and act by professional ethics. It is important to use the code of ethics in everyday professional life, which serves as a guide to proper conduct.

A skilled academic teacher continuously develops through self-education and observation of experienced colleagues.

We should prioritize students' self-esteem during class, rather than focusing solely on the lecturer's presentation.

Academic teachers should always respect the rights of their students. This includes the right to their own opinions, judgment, and values, as well as the ability to make their own choices while being treated with dignity.

The lecturer should remain politically neutral and refrain from personal opinions on socially sensitive topics.

The attitude of the lecturer plays a crucial role in the effectiveness of teaching. With a suitable approach to the course, the lecturer can not only efficiently convey the necessary information but also ignite passion and enthusiasm for the subject.

The student community is a keen observer and critic. Building authority and credibility requires honesty, impeccable behaviour, and justice, as well as understanding towards students.

The ethics of a lecturer's conduct should refer both to appropriate behaviour towards other academic teachers and to caring for the decent image of the entire university.

As a university lecturer, your work is constantly being evaluated by students. If you violate any of the ethical principles, it is your responsibility to promptly rectify the consequences of your actions.

Notes

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Contact:

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Chairwoman: prof. Agnieszka-Merkisz Guranowska

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