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# WSB University

## TEACHING AND LEARNING POLICY

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## Introduction

This document expresses the educational identity of the University – our beliefs, values and commitments to our students, staff and the academic community.

We live and work in a time of profound transformation: technological, environmental and social. **The world for which we prepare our students requires not only knowledge but, above all, the capacity for critical thinking, collaboration, adaptation and ethical action.**

Our aim is to prepare graduates for work and lifelong learning, for adapting to change, for taking on leadership roles, and for active and responsible participation in society.

By 2035, WSB University aspires to be recognised as one of Poland's leading universities in student-centred education that develops the competences needed in a changing world and is socially engaged.

Our mission – preparing students for the challenges of the future – sets the direction for the development of teaching and learning at WSB University. The Teaching and Learning Policy defines how the University fulfils this mission. **It is a manifesto of our approach to learning and teaching.** It serves as a point of reference for teaching staff, students, prospective students, the University's authorities, and all those who wish to understand what it means to be educated at our institution.

The University ensures that all students, staff members and other participants in the educational process are treated equally and are able to benefit from its educational offer in an environment free from discrimination and barriers.

### 1. Educational Vision

At WSB University, learning is a process of discovery, growth and transformation. Students are active partners in the learning process. We create learning experiences that challenge them and encourage them to:

- take responsibility for their own learning;
- develop their talents and aspirations;
- collaborate across disciplines and cultures;
- take on real social and professional challenges;
- reflect on their own development;
- contribute to building a sustainable and inclusive future.

Education at WSB University is therefore:

- **Challenge-based** – learning is connected to real-world challenges and professional practice.
- **Flexible** – education takes account of the diversity of students and enables them to learn in ways that suit their needs, abilities and goals.
- **Collaborative** – students learn together and from one another, as well as from academic staff, practitioners and representatives of various stakeholder groups.



- **Reflective** – learning involves systematic reflection, feedback and the deliberate planning of one's own development.
- **Future-oriented** – education develops the knowledge, skills and competences needed to function in a changing professional and social environment, including the ability to learn, adapt, think critically and make responsible decisions.

## 2. Values and Educational Philosophy

We uphold the following educational values:

- **Active engagement and agency** – we believe that the deepest learning takes place when students, as part of their education, confront real problems, solve them, make decisions and take responsibility for them.
- **Curiosity and reflection** – we encourage asking questions, challenging assumptions and learning from mistakes. Reflection is an integral part of the educational process.
- **Collaboration** – knowledge is created through relationships. We promote teamwork, the exchange of perspectives and learning from one another, including in inter- and transdisciplinary teams.
- **Responsibility** – we educate with the wellbeing of people and the planet in mind. We implement the Education for Sustainable Development approach.
- **Openness to change** – we are ready to experiment, to learn from others and to pursue continuous improvement.

## 3. Graduate Profile

The University's mission is to prepare students for the challenges of the future. Our graduate is a person who:

- is able to identify, analyse and solve complex, multidimensional problems, and to design and evaluate solutions with regard to their context and consequences;
- thinks critically and creatively, taking into account the ethical dimension of decisions made and solutions proposed;
- is able to collaborate in diverse, inter- and transdisciplinary teams;
- understands global and local sustainability challenges and feels a shared responsibility for addressing them;
- is ready for lifelong learning and for adapting to a changing professional environment;
- uses digital tools, including artificial intelligence, consciously and responsibly.

## 4. Pillars of Teaching and Learning

WSB University's Teaching and Learning Policy rests on five interconnected pillars. Each expresses a different dimension of our approach; together they form a coherent whole.

#### 4.1 Problem-Based Education

We place real problems at the heart of the learning process. Preferred teaching methods:

- **Problem-Based Learning (PBL)** – working on open-ended, ambiguous problems that students solve in small groups with the support of teachers;
- **Challenge-Based Learning (CBL)** – engaging students in responding to real social, professional or environmental challenges;
- **Case study method** – analysing real situations and making decisions under conditions of uncertainty and limited information;
- **Design Thinking** – designing solutions that respond to users' real needs through a process that involves identifying and gaining an in-depth understanding of the problem, generating ideas, prototyping and testing solutions;
- **Simulations** – recreating real or plausible professional and decision-making situations in a safe environment, enabling students to apply knowledge in practice, make decisions, practise skills and learn from experience and feedback. They are of particular importance in medical and health-related programmes, where low-, medium- and high-fidelity simulations are used to develop clinical, communication and teamwork competences progressively without compromising patient safety. Simulations are also used in other disciplines, for example in the form of decision-making games, business and management simulations, moot courts, negotiations, crisis scenarios, professional scenarios and role-play.

Depending on the specific nature of the programme, the learning process may include designing, modelling, prototyping, testing and iteratively refining solutions.

The University undertakes to introduce these methods systematically into study programmes to an extent appropriate to the nature of the programme, the intended learning outcomes and the type of classes, and to support teaching staff in using them.

#### 4.2 Transdisciplinary Education

The most important problems of today's world – such as climate change, social inequality and digital transformation – do not fit within the boundaries of a single discipline. We therefore strive to create learning spaces in which students from different programmes learn together, confronting different perspectives and building shared solutions.

We are implementing the inter- and transdisciplinary approach gradually and deliberately:

- **Interprofessional teaching teams** – particularly in medical and health-related programmes (therapeutic teams), where collaboration across specialisations is a standard of good clinical practice;
- **Elective courses** involving students from at least two programmes, as a meeting space for different perspectives and competences;
- **Interdisciplinary projects and challenges** – tasks whose solution requires combining knowledge and methods from different fields.

We regard transdisciplinarity as a direction for the University's long-term development.

#### 4.3 Education for Sustainable Development (ESD)

For us, Education for Sustainable Development means:



- integrating environmental, social and economic perspectives into the curriculum across all programmes;
- developing students' competences in systems thinking, anticipation and civic engagement;
- cooperating with social and economic partners to address local and global challenges;
- reflecting on values and on the ethical dimension of professional activity in every field.

The University will systematically map how individual programmes contribute to the Sustainable Development Goals (SDGs) and will support staff in developing this perspective. *A separate document sets out the detailed standard for ESD implementation.*

#### 4.4 Digital Environment and the Responsible Use of Artificial Intelligence

WSB University regards digital tools as a source of support for both students and teaching staff.

Our approach to AI in teaching and learning is based on the following principles:

- **Permission and transparency** – the University promotes the conscious, responsible and transparent use of AI tools in the educational process. The manner and extent of their use should be aligned with the learning objectives and with the rules set by the instructor for a given type of class or for the assessment of learning outcomes. The use of AI should remain consistent with the principles of academic integrity and, where required, be appropriately disclosed;
- **Critical and ethical use** – we teach how to verify, critically evaluate and responsibly use AI-generated outputs;
- **Teaching support** – we encourage staff to explore AI as a tool supporting course design, the development of materials, the personalisation of learning and feedback.

These principles will be updated as technology evolves and new standards emerge in higher education.

#### 4.5 A Learning Community – Teaching Staff Development

A culture of learning cannot be built without the continuous development of teaching competences. WSB University regards its teaching staff as a community that jointly tests and refines its practices, shares experience and develops its competences.

WSB University fosters a culture in which teaching excellence is valued, disseminated and duly recognised. Academic teachers are encouraged to collaborate in teaching teams, exchange good practice, draw on research into teaching and learning, and actively co-create a learning community grounded in the idea of continuous improvement.

Building a learning community means:

- creating spaces for the regular exchange of good teaching practice – both formal and informal;
- organising workshops, training and mentoring programmes in areas such as problem-based methods, transdisciplinarity, ESD and AI;
- supporting teaching staff in conducting research into their own teaching practice;



- recognising and rewarding commitment to teaching development on a par with research achievements;
- supporting academic staff in developing their role as designers of the learning process and as mentors;
- strengthening competences in student-centred education and in assessment as learning;
- developing collaboration through teaching teams and communities of practice;
- building a culture of innovation in which teaching experiments are possible and continuous testing is a source of knowledge.

## 5. Learning Environment

Learning happens everywhere: in the classroom, in laboratories and other specialised learning spaces, in digital spaces, in organisations and in the community. The University ensures that all these environments foster active engagement, collaboration and reflection.

- **Physical space** will be designed or adapted with group work, discussion and projects in mind;
- **Digital environment** – platforms, tools and digital resources supporting the educational process that are accessible, intuitive to use and integrated with one another. They enable students to learn flexibly, independently and actively on different devices and in different places, taking account of their individual needs and progress;
- **The academic atmosphere** is based on respect, diversity and inclusiveness – every student and every instructor has the right to learn in an environment free from discrimination and barriers.

## 6. Assessment and Its Functions

Assessment is an integral part of the learning process. At WSB University it serves to verify the achievement of learning outcomes, but also to support students' development. The University is developing an assessment as learning approach – **assessment as a learning process**, in which students are active participants in assessment, learn to monitor their own progress, make use of feedback, evaluate the quality of their own work and consciously direct their further learning. In this way, assessment supports the development of reflectiveness, independence, critical thinking and responsibility for one's own development.

In practice, this means that:

- the University uses **formative assessment** – carried out during the learning process and focused on feedback that supports further development – as well as **summative assessment**, which summarises achievements at the end of a given stage of education;

- **learning outcomes are systematically verified**, and the assessment methods used should enable a reliable confirmation of the extent to which they have been achieved;
- **forms of assessment should be appropriate to the intended learning outcomes** and to the teaching methods used – in problem-based education, particularly valuable forms include, among others, projects, presentations, reports, case analyses, portfolios and tasks based on solving real problems, which take into account – where appropriate – both the outcome and the process of arriving at the solution, as well as the rationale for the decisions made;
- we encourage teaching staff to use **assessment rubrics**, which make criteria and expectations transparent to students, support the provision of feedback, and increase the consistency and objectivity of assessment;
- **self-assessment and peer assessment** are used as tools that support reflection on one's own learning, the development of the ability to judge the quality of work, and responsibility for one's own development;
- reflective assignments, portfolios, placement logs and tutoring conversations help students analyse their own experiences, identify strengths and areas for development, and plan the next stages of their learning;
- **feedback** is treated as part of the learning process and not merely as a justification for the grade awarded – it should help students understand what they have already achieved, what requires further work and how they can improve.

Our approach therefore combines three mutually complementary functions of assessment:

- assessment of learning – checks the extent to which students have achieved the learning outcomes;
- assessment for learning – supports further learning through feedback;
- assessment as learning – teaches students how to evaluate their own progress and consciously direct their learning.

Detailed rules for the verification of learning outcomes are set out in a separate document forming part of the University's Internal Education Quality Assurance System.

## 7. Teaching Quality and Evaluation

The Teaching and Learning Policy is a living document. WSB University undertakes to evaluate and update it regularly in response to the changing needs of learners, the labour market and the academic environment.

- The Policy will be reviewed every two years by the University Committee for the Quality of Education;



- Teaching is evaluated through a range of quantitative and qualitative reviews and surveys conducted among students, teaching staff and external stakeholders, such as graduates and external partners;
- The results of evaluation form the basis for dialogue between staff, learners and the University's authorities on improving the quality of education;
- The University seeks to obtain and maintain programme and institutional accreditations that confirm the quality of its teaching.

## **8. Implementation and Responsibility**

The Vice-Rector for Education and Research and the Vice-Rector for Development are responsible for implementing the Teaching and Learning Policy, in cooperation with the deans, programme councils and the entire academic community. Each unit of the University is encouraged to develop its own action plan in line with this Policy.