

Course title:	From Word to Research Problem: Lexeme – Sense – Concept in the Design of Scientific Inquiry
Course title in Polish:	Od słowa do problemu badawczego. Leksem – sens – pojęcie w projektowaniu badań naukowych
Course for discipline:	Education sciences

Semester:	3	Status of course:	faculty	Language:	english
Academic year:	2026/27	Catalog number:	200/2025/26		

Coordinator of course:	dr hab. Dariusz Stępkowski prof. SGGW
Lecturer od course:	dr hab. Dariusz Stępkowski prof. SGGW
Executing unit:	Department of Education sciences
Ordering unit:	Doctoral School SGGW
Assumptions, goals and description of the course:	<p>The course is devoted to the role of language in the design of scientific research and to the significance of precise conceptual work at the stage of preparing a doctoral project. It proceeds from the assumption that a research problem does not arise solely from the selection of a topic or method; rather, it is constituted through language—through the use of lexemes, the attribution of sense, and the formulation of concepts. At the center of reflection lies the triad lexeme – sense – concept as a model for analyzing and organizing one’s own scientific language.</p> <p>The aim of the course is to develop doctoral candidates’ conceptual reflexivity, to increase awareness of the linguistic conditions of research, and to support the construction of a coherent and responsible conceptual framework for the doctoral project.</p> <p>Participants analyze the key concepts of their projects, reconstruct their meanings within a disciplinary context, and formulate operational definitions, taking into account their normative character. Particular attention is given to processes of neosemantization and the diachronic variability of concepts, which may influence the scope and interpretation of research. The course has a theoretical–workshop format and includes work on participants’ own projects, conceptual analysis, problem-oriented discussions, and the reformulation of research questions</p>
Didactic form, number of hours:	15 hours
Teaching methods:	problem-based: conceptual mini-lecture; dialogical: Socratic dialogue, problem-oriented debate, moderated discussion; reflective-critical: analysis of the conceptual coherence of one’s own research project.
Limit of people in the group:	

Learning outcomes

KNOWLEDGE - the graduate knows and understands:	SKILLS - the graduate is able to:	COMPETENCES - the graduate is ready to:
To the extent enabling to revise the existing paradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	Critically evaluate the achievements in the field/discipline represented
Major general development trends in the field/discipline		Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect
		Support the ethos of scientific circles and conduct independent research
The method of verification of learning outcomes:	final written assignment (essay): analysis of a selected key concept in one’s own research project; preparation of a conceptual coherence table for one’s own research project; active participation in a Socratic dialogue / problem-oriented debate / moderated discussion	
Form of documentation of achieved learning outcomes:	final conceptual essay; presentation of a conceptual coherence table; individual activity record sheet.	
Elements and weights of the final grade:		
Place of the course:	didactic class	

Basic and supplementary literature

Sambor Gruzca, Lingwistyka języków specjalistycznych. Wydawnictwo Naukowe Instytutu Kulturologii i Lingwistyki Antropocentrycznej Uniwersytetu Warszawskiego, Warszawa 2013.
Rafał Maciąg, Wiedza jako opowieść: przestrzeń dyskursywna. Universitas, Kraków 2022.
Gilles Fauconnier, Mark Turner, Jak myślimy? Mieszanie pojęć i ukryta złożoność umysłu, przeł. I. Michalska. Biblioteka Kwartalnika Kronos, Warszawa 2019.
Stanisław Gajda, Współczesna polszczyzna naukowa. Język czy żargon? Instytut Śląski, Opole 1990.
Comments:

Estimated number of hours of work of the doctoral student necessary to achieve the assumed learning outcomes:	15
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Learning outcomes reference to the second degree characteristics of the National Qualification Framework (level 8) covering doctoral competences:		
Symbol:	Learning outcomes:	8 level NQF
SD1_KW01	To the extent enabling to revise the existing paradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	P8S_WG

SD1_KW02	Major general development trends in the field/discipline	P8S_WG
SD1_KU05	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	P8S_UW
SD1_KK01	Critically evaluate the achievements in the field/discipline represented	P8S_KK
SD1_KK03	Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect	P8S_KK
SD1_KK08	Support the ethos of scientific circles and conduct independent research	P8S_KR