

**The Jan Kochanowski
Świętokrzyska Academy
in Kielce**

**Institute of School
Education**

**Study Programmes
in the academic
year 2006-2007**

**FACULTY OF PEDAGOGY AND ARTS
INSTITUTE OF SCHOOL EDUCATION**

Institute of School Education

The Jan Kochanowski Świętokrzyska Academy in Kielce

ul. Krakowska 11, 25-029 Kielce

Secretariat: phone: (0-41) 349-67-69

Director – Prof. Dr habil. Irena Szypułowa

Deputy Director for Research – Prof. Dr habil. Czesława Gierak

Deputy Director for Teaching – Małgorzata Kwaśniewska PhD

Institute ECTS Coordinator – Małgorzata Kwaśniewska Ph

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I Information about the Academy

1. Name and address of the Academy

The Jan Kochanowski Świętokrzyska Academy in Kielce

Address: ul. S. Żeromskiego 5, 25-369 Kielce

Phone: (041) 349 72 00

Fax: (041) 349 72 01

Website: <http://www.pu.kielce.pl>

E-mail: rektor@pu.kielce.pl

2. Authorities of the Academy and the Faculty

Authorities of the Academy

Rector of The Jan Kochanowski Świętokrzyska Academy

– Prof. Dr habil. Regina Renz

Deputy Rector for General Affairs

– Prof. Dr habil. Mieczysław Poborski

Deputy Rector for Teaching and Student Affairs

– Dr habil. Jacek Semaniak,

Prof. of The Jan Kochanowski Świętokrzyska Academy

Deputy Rector for Research and International Relations

– Prof. Dr habil. Andrzej Bogaj

Deputy Rector for Piotrków Trybunalski Branch

– Prof. Dr habil. Czesław Grzelak

Academy ECTS Coordinator

– **Dr habil. Jacek Semaniak,**

Prof. of The Jan Kochanowski Świętokrzyska

Academy

Authorities of The Faculty of Pedagogy and Arts

Dean – Prof. Dr habil. Zdzisław Ratajek

Deputy Dean for General Affairs – Prof. Dr habil. Janusz Król

Deputy Dean for Full-Time Programmes – Alicja Giermakowska PhD

Deputy Dean for Part-Time Programmes – Prof. Dr habil. Marek Kałyny

3. Academic calendar (2006/2007)

Integrating activities for the first-year students	27.09.2006 – 29.09.2006
WINTER SEMESTER	02.10.2006 – 18.02.2007
Classes	02.10.2006 – 22.12.2006
Christmas Break	23.12.2006 – 03.01.2007
Classes	04.01.2007 – 23.01.2007
Winter Examination Session	24.01.2007 – 06.02.2007
Inter-semesteral Break	07.02.2007 – 11.02.2007
Winter Resit Examination Session	12.02.2007 – 18.02.2007
SUMMER SEMESTER	19.02.2007 – 20.09.2007
Classes	19.02.2007 – 04.04.2007
Easter Break	05.04.2007 – 10.04.2007
Classes	11.04.2007 – 15.06.2007
Holidays	30.04.2007, 02.05.2007, 04.05.2007, 08.06.2007
Summer Examination Session	16.06.2007 – 26.06.2007
Summer Holiday	27.06.2007 – 09.09.2007
Summer Resit Examination Session	10.09.2007 – 18.09.2007
Period for individual decisions on credits for the academic year 2006/2007	19.09.2007 – 26.09.2007

4. GENERAL INFORMATION ABOUT THE ACADEMY

4.1 History

The beginnings of The Jan Kochanowski Świętokrzyska Academy in Kielce date back to the year 1969, when the already-existing Teachers' School was transformed into the Higher Teacher Training School (*Wyższa Szkoła Nauczycielska – WSN*) by the Prime Minister's Resolution of June 19, 1969, with the aim of educating the teaching staff for the province of Kielce. At that time, three faculties were opened: the Faculty of Humanities, including Polish Studies combined with History and Russian studies; the Faculty of Mathematics and Natural Sciences, offering education in the fields of Mathematics combined with Physics, and Geography combined with Civic Education; as well as the Faculty of Pedagogy offering education in the fields of Early School Education combined with Physical Education, and Early School Education with Music Education.

In 1973, the Higher Teacher Training School was transformed into the Higher School of Teacher Education (*Wyższa Szkoła Pedagogiczna*) (Dz. U. [*Polish Journal of Laws*] No. 39, Item 232 of October 3, 1973), which has been offering Master's programmes to its students since the academic year 1973/1974. In 1979, the School was named Jan Kochanowski. In 1980, the first postgraduate courses were offered.

On November 15, 1981, within the Faculty of Pedagogy, a Local Faculty based in Piotrków Trybunalski was established (*Official Journal of Science, Higher Education and Technology Minister*, No. 10, Item 39, of November 15, 1981), and in 1997, it was transformed into a Branch of the Jan Kochanowski Higher School of Teacher Education in Kielce, based in Piotrków Trybunalski (Letter of the National Education Ministry, No. DNS-1-0141-ek-93/97, of June 11, 1997). In the year 2000, at the Local Branch, following the approval of the National Education

Ministry, two faculties were founded: the Faculty of Social Sciences and the Faculty of Language Studies and History.

Following the National Education Minister's Resolution of September 20, 1992, in the academic year 1992/1993, the Faculty of Management and Administration was opened.

On September 1, 2000, the School was renamed to The Jan Kochanowski Świętokrzyska Academy in Kielce.

In accordance with the National Education Ministry's Resolution of September 29, 2005, in the academic year 2005/2006, the Faculty of Health Sciences was established.

4.2 The present

At present (as at October 31, 2005), The Jan Kochanowski Świętokrzyska Academy employs 1075 university teachers, including 391 professors and doctors habilitated. The student population numbers about twenty-seven thousand, including over twenty thousand in Kielce.

The Jan Kochanowski Świętokrzyska Academy comprises seven Faculties, including five at the parent institution in Kielce, namely the Faculty of Humanities, the Faculty of Mathematics and Natural Sciences, the Faculty of Pedagogy and Arts, the Faculty of Health Sciences as well as the Faculty of Management and Administration, and two Faculties in Piotrków Trybunalski, which are: are the Faculty of Language Studies and History, and the Faculty of Social Sciences.

The Academy now offers courses in twenty-three fields of study, and in over sixty specialisation areas, with Master's degrees being awarded in seventeen fields of study. Until the present day, sixteen of these have received the approval of the State Accreditation Committee.

5. Studies offered by The Jan Kochanowski Świętokrzyska Academy

FACULTY	FIELD OF STUDY
The Faculty of The Humanities	Scientific Information and Library Science
	Polish Studies *
	Language and Culture Studies *(Specialisation areas: English Studies, German Studies, Russian Studies, Business Russian)
	History *
The Faculty of Mathematics and Natural Sciences	Biology *
	Chemistry *
	Physics *
	Geography *
	Computer Science *
	Mathematics *
	Environmental Protection
The Faculty of Pedagogy and Arts	Music Education *
	Fine Arts Education *
	Painting
	Pedagogy *
The Faculty of Health Sciences	Physiotherapy *
	Nursing *
	Midwifery

The Faculty of Management and Administration	Economics *
	Political Science *
	Management and Marketing *
The Faculty of Philosophy and History (Branch)	Polish Studies *
	Language and Culture Studies *(Specialisation areas: English Studies, German Studies)
	History *
	International Relations
The Faculty of Social Sciences (Branch)	Pedagogy *
	Economics
	Sociology

* fields of study which have already received the approval of the State Accreditation Committee

6. TEACHING UNITS – ADDRESS LIST

Premises of the Academy, used for teaching purposes

UNIT	ADDRESS
K I E L C E	
RECTOR'S OFFICE	ul. Żeromskiego 5, 25-369 Kielce, phone: (041) 349 72 06
Faculty of Humanities:	
Institute of History	ul. Żeromskiego 5, 25-369 Kielce, phone: (041) 349 73 06
Institute of Librarian Science and Journalism	ul. Leśna 16, 25-509 Kielce, phone: (041) 349 71 42
Institute of Polish Studies	ul. Leśna 16, 25-509 Kielce, phone: (041) 349 71 20
Institute of Russian Studies	ul. Leśna 16, 25-509 Kielce, phone: (041) 349 71 31
Department of Modern Language	ul. Kościuszki 13, 25-310 Kielce, phone: (041) 349 68 01
Faculty of Mathematics and Natural Sciences:	
Institute of Biology	ul. Świętokrzyska 15, 25-406 Kielce, phone: (041) 3496290
Institute of Physics	ul. Świętokrzyska 15, 25-406 Kielce, phone: (041) 3496440
Institute of Geography	ul. Świętokrzyska 15, 25-406 Kielce, phone: (041) 3496370
Institute of Mathematics	ul. Świętokrzyska 15, 25-406 Kielce, phone: (041) 3496250
Institute of Chemistry	ul. Chęcińska 5, 25-020 Kielce, phone: (041) 349 70 01
Institute of Environmental Protection	ul. Świętokrzyska 15, 25-406 Kielce, phone: (041) 3496418
Faculty of Pedagogy and Arts:	
Institute of School Education	ul. Krakowska 11, 25-029 Kielce, phone: (041) 349 67 69
Institute of Pedagogy and Psychology	ul. Krakowska 11, 25-029 Kielce, phone: (041) 349 67 25
Institute of Music Education	ul. Mickiewicza 3, 25-352 Kielce, phone: (041) 349 68 50
Institute of Fine Arts	ul. Podklasztorna 117, 25-714 Kielce, phone: (041)347 31 20
Faculty of Health Sciences:	
Institute of Physiotherapy	ul.IX Wieków Kielc19, 25–317Kielce,phone: (041)349 69 54
Institute of Nursing and Midwifery	ul.IX Wieków Kielc19,25–317 Kielce,phone: (041)349 69 54
Institute of Public Health	ul.IX Wieków Kielc19,25–317 Kielce,phone: (041)349 69 54

Faculty of Management and Administration:	
Institute of Economics	ul. Świętokrzyska 21, 25–406 Kielce, phone: (041) 3496548
Institute of Management	ul. Świętokrzyska 21, 25–406 Kielce, phone: (041) 3496528
Institute of Political Sciences	ul. Świętokrzyska 21, 25–406 Kielce, phone: (041) 3496545
Interfaculty Centre of Physical Education and Sports	ul. Kościuszki 13, 25–310 Kielce, phone: (041) 349 68 15
Interfaculty Centre of Foreign Languages	ul. Kościuszki 13, 25-310 Kielce, phone: (041) 349 68 22
Interfaculty Centre of Pedagogy	ul. Kościuszki 13, 25-310 Kielce, phone: (041) 349 68 13
THE BRANCH IN PIOTRKÓW TRYBUNALSKI	
RECTOR'S OFFICE	ul. Słowackiego 114/118, 97-300 Piotrków Trybunalski, phone: (044) 732 74 00
Faculty of Philosophy and History:	
Institute of Polish Studies	ul. Słowackiego 114/118, 97-300 Piotrków Trybunalski, phone: (044) 732 74 19
Institute of History	ul. Sienkiewicza 7, 97-300 Piotrków Trybunalski, phone: (044) 732 74 63
Department of English Studies	ul. Słowackiego 114/118, 97–300 Piotrków Trybunalski, phone: (044) 732 74 36
Department of German Studies	ul. Słowackiego 114/118, 97-300 Piotrków Trybunalski, phone: (044) 732 74 32
Faculty of Social Sciences:	
Institute of Pedagogical Sciences	ul. Słowackiego 114/118, 97– 300 Piotrków Trybunalski, phone: (044) 732 74 01
Institute of Philosophy and Sociology	ul. Słowackiego 114/118, 97-300 Piotrków Trybunalski, phone: (044) 732 74 37
Institute of Economics	ul. Słowackiego 114/118, 97-300 Piotrków Trybunalski, phone: (044) 732 74 34
Foreign Language Centre	ul. Słowackiego 114/118, 97-300 Piotrków Trybunalski, phone: (044) 732 74 00
Physical Education Centre	ul. Słowackiego 114/118, 97–300 Piotrków Trybunalski, phone: (044) 732 74 00

7. Libraries

The Main Library of the Jan Kochanowski Świętokrzyska Academy is one of the most rapidly developing units of the Academy. At present, its collections amount to over four hundred thousand volumes and in this respect it is the greatest library in the region. The Library holds over thirty thousand of annual sets of Polish and foreign journals and almost eight thousand items of special collection. The Library's resources are entered into the computer database, which at present contains over two hundred thousand records. The number of registered users exceeds over eight thousand, and continues to grow. The Lending Department and all reading-rooms are computerised and equipped with access to the Internet. New electronic information databases and foreign journals databases have been purchased, and made accessible from the Academy computer network. Readers have on-line access to scientific journals subscribed by the Main Library and other units of the Academy.

Nowadays the organisational structure of the Main Library comprises 10 reading-rooms: three faculty reading-rooms, two Institute reading-rooms, the Library of the Department of Modern Languages, and four in the Main Library – with a total of 356 places.

Main Library – 25-509 Kielce, ul. Leśna 16, phone: (041) 349 71 58
Branch Library – 97-300 Piotrków Trybunalski, ul. Słowackiego 114/118,
phone: (44) 732 74 41

8. Students' hostels of The Jan Kochanowski Świętokrzyska Academy:

http://www.pu.kielce.pl/serwer/as/baza_hotelowa.php

- Assistant's Hotel ul. Śląska, phone: 0 41 342 55 48
- "Odyseja" Dormitory ul. Śląska 11A, phone: 0 41 349 73 58
- "Fama" Dormitory ul. Śląska 13, phone: 0 41 342 52 29
- "Melodia" Dormitory ul. Śląska 15, phone: 0 41 342 51 26

<http://www.pu.kielce.pl/serwer/as/budynki.php#12>

9. Scholarships and training periods

<http://www.pu.kielce.pl/serwer/dzn/stypendia.php>

10. Students' organisations

http://www.pu.kielce.pl/serwer/dzn/org_stud.php

11. Students' life

<http://www.pu.kielce.pl/serwer/dzn/zs.php>

II ECTS Information Package – The Faculty of Pedagogy and Arts

1 Information on the teaching unit and the fields of study

1.1. STAFF

7 professors, 19 doctors, 10 assistant lecturers, one doctor-degree senior lecturer, 2 master-degree senior lecturers, and 2 master-degree research and technical employees staff the Institute.

The Institute comprises six departments:

- Department of Early School and Preschool Pedagogy – *Prof. Dr habil. Zdzisław Ratajek*
- Department of Art Education – *Prof. Dr habil. Irena Szypułowa*
- Department of Auxology – *Prof. Dr habil. Andrzej Jopkiewicz*
- Department of General Didactics and Technical Devices – *Prof. Dr habil. Jolanta Szempruch*
- Department of Health Education – *Bożena Zawadzka PhD (the acting head)*
- Department of Literature for Children and Youth – *Prof. Dr habil. Marek Kątny*

1.2. The structure of the Institute

1.2.1. Department of Early School and Preschool Pedagogy

Head of the Department - Prof. Dr habil. Zdzisław Ratajek

Prof. Dr habil. Zdzisław Ratajek	- professor
Małgorzata Kwaśniewska PhD	- adjunct
Mirosława Parlak PhD	- adjunct
Lidia Pawelec PhD	- adjunct
Irena Stańczak PhD	- adjunct
Elżbieta Zyzik PhD	- adjunct
Ewa Kopeć PhD	- senior lecturer /Department's internship coordinator/
Joanna Karczewska MA	- assistant lecturer
Zuzanna Zbróg MA	- assistant lecturer
<i>English Language Teaching Laboratory</i>	
Grzegorz Trębicki PhD	- adjunct
Izabela Jaros MA	- assistant lecturer
Agnieszka Kaczmarczyk MA	- research and technical employee

1.2.2. Department of Art Education

Head of the Department – Prof. Dr habil. Irena Szypułowa

Music Studio

Head of the Studio - Katarzyna Rogozińska PhD

Prof. Dr habil. Irena Szypułowa	- professor
Izabela Dębicka PhD	- adjunct
Katarzyna Rogozińska PhD	- adjunct
Anna Śliwińska PhD	- adjunct
Sebastian Szczyrba MA	- assistant lecturer

Art Studio

Head of the Studio – Prof. Dr habil. Czesława Gierak

Prof. Dr habil. Czesława Gierak	- professor
Magdalena Miernik MA	- assistant lecturer
Anna Stawecka MA	- assistant lecturer

1.2.3. Department of Auxology

Head of the Department – Prof. Dr habil. Andrzej Jopkiewicz

Prof. Dr habil. Andrzej Jopkiewicz	- professor
Edyta Suliga PhD	- adjunct
Monika Zaręba PhD	- adjunct
Magdalena Lelonek MA	- assistant lecturer
Agnieszka Przychodni MA	- assistant lecturer
Agnieszka Głód MA	- research and technical employee

1.2.4. Department of General Didactics and Technical Devices

Head of the Department – Prof. Dr habil. Jolanta Szempruch

Prof. Dr habil. Jolanta Szempruch	- professor
Sławomir Koziej PhD	- adjunct
Mariola Wojciechowska PhD	- adjunct
Anna Winiarczyk MA	- assistant lecturer

Multimedia Laboratory

Head of the Laboratory - Stefan Krawczyk MA

Stefan Krawczyk MA	- senior lecturer
Tadeusz Matuszak MA	- senior lecturer

1.2.5. Department of Health Education

Head of the Department – Bożena Zawadzka PhD(the acting head)

Prof. Dr habil. Sławomir Mazur	- professor
Mirosław Babiarz PhD	- adjunct
Elżbieta Korzeniowska PhD	- adjunct
Ewa Szumilas PhD	- adjunct
Bożena Zawadzka PhD	- adjunct

1.2.6. Department of Literature for Children and Youth

Head of the Department – Prof. Dr habil. Marek Kątny

Prof. Dr habil. Marek Kątny	- professor
Dariusz Adameczyk PhD	- adjunct
Janusz Czetwertyński PhD	- adjunct

1.3. Fields of study, specialisation areas, and forms of education

Course: **PEDAGOGY**

1.3.1.Full-time studies

No	Specialisation	Form	Duration of studies
1	Early School and Preschool Education with Pedagogical Therapy	undergraduate studies	three-year first-cycle programme (with possibility of continuation on the second-cycle programme)
2	Early School and Preschool Education with English Language Teaching	undergraduate studies	three-year first-cycle programme
3	Early School and Preschool Education with English Language Teaching (for the graduates with Licentiate's degree in Pedagogy with specialisation in Integrated Early School and Preschool Education with English Language Teaching)	supplementary studies, (after undergraduate studies)	two-year second-cycle programme

1.3.2.Part-time studies

No	Specialisation	Form	Duration of studies
1	Early School and Preschool Education with Pedagogical Therapy	undergraduate studies	three-year first-cycle programme
2	Early School and Preschool Education with Pedagogical Therapy (for the graduates with Licentiate's degree in the same or similar specialisation)	supplementary studies, (after undergraduate studies)	two-year second-cycle programme
3	School and Community Pedagogy (for the graduates with Licentiate's degree in Pedagogy with various specialisations)	supplementary studies, (after undergraduate studies)	two-year second-cycle programme
4	English Language Teaching (for the graduates with Licentiate's degree in Philology with specialisation in English Studies)	supplementary studies, (after undergraduate studies)	two-year second-cycle programme

1.3.3. Postgraduate studies

No	Specialisation	Duration of studies
1	Integrated Early School and Preschool Education with Pedagogical Therapy for the graduates of various studies	1,5 years (3 semesters)
2	Preparation for family life for the graduates of various studies	1,5 years (3 semesters)
3	Teaching credentials for English Language Teaching for professionally active teachers, working in schools or other institutions, for the graduates with Licentiate's or Master's degrees, qualified for teaching English, but not holding teaching credentials	1,5 years (3 semesters)

1.4. RECRUITMENT

The Senate Resolution (No. 66, of November 24, 2005) contains detailed information about the recruitment. For further information see our website: www.pu.kielce.pl/bip/?id=442.

Qualification criteria in the Institute of School Education

FULL-TIME STUDIES

FIELDS OF STUDY	FORMS OF EDUCATION	SPECIALISATION AREA	CRITERIA		
			For applicants with so-called "old" maturity certificate	For applicants with so-called "new" maturity certificate	For all applicants
P E D A G O G Y	three-year first-cycle programme	- Early School and Preschool Education with Pedagogical Therapy	Certificates examination: - Polish - History or Biology or Knowledge of Society In case when number of applicants who passed the examination is lower or equal to the limit, certificates examination is abandoned.		Test of musical talent (two songs from the primary school repertoire and the scale of C minor) and pronunciation correctness 07.2007
	three-year first-cycle programme	- Early School and Preschool Education with English Language Teaching	Oral examination: - English Applicant may receive max. 100 points.	Ranking of results of the external part of the maturity examination: - English_	Test of musical talent (two songs from the primary school repertoire and the scale of C minor) and pronunciation correctness 09.2007
	two-year second-cycle programme	- Early School and Preschool Education with English Language Teaching (for graduates of Pedagogy with specialisation in Integrated Early School and Preschool Education with English Language Teaching)	Graduates of the Świętokrzyska Academy are admitted first, on the basis of first-cycle studies diploma. Graduates of other universities are admitted on the basis of results of oral test (conducted in English) from general pedagogy, and preschool and early school pedagogy.		Examination: for the graduates of other universities 09.2007

PART-TIME STUDIES

FILED OF STUDY	FORM OF EDUCATION	SPECIALISATION AREA	CRITERIA		
			For applicants with so-called “old” maturity certificate	For applicants with so-called “new” maturity certificate	For all applicants
P E D A G O G Y	Three-year first-cycle programme	- Early School and Preschool Education with Pedagogical Therapy	Certificates examination: - Polish - History or Biology or Knowledge of Society (in case when number of applicants who passed the examination is lower or equal to the limit, certificates examination is abandoned)		Test of musical talent (two songs from the primary school repertoire and the scale of C minor) and pronunciation correctness 07.2007
	two-year second-cycle programme	- Early School and Preschool Education with Pedagogical Therapy (for graduates of the same or similar specialisation)	Oral examination: test of knowledge on general pedagogy, preschool pedagogy, early school pedagogy and theory of education.		Examination: 07.2007
	two-year second-cycle programme	- School and Community Pedagogy (for graduates of Pedagogy with various specialisations)	Oral examination: test of knowledge on general pedagogy and theory of education		Examination: 07.2007
	two-year second-cycle programme	- English Language Teaching (for graduates of first-cycle programme of Philology with specialisation in English Studies)	Oral examination: test (in English) of knowledge on methodology of teaching English and knowledge of English-speaking countries		Examination: 09.2007

Required documents:

1. application completed after registration to the system,

2. documents of graduation:

- maturity certificate (original or copy made by the school or Regional Examination Board); copy of the secondary-school certificate confirmed by the school – applicants for the first-cycle programme,
- maturity certificate and first-cycle programme diploma – applicants for the second-cycle programme,
- three photographs plus one digital photo,
- payment proof of the admission fee (admission fee is not returned in case of withdrawal of documents, resignation from the studies or not admission for the studies),
- photocopy of the identity card

Applications for the admission should be submitted:

- for full-time studies – by July, 2007 with exception for Early School and Preschool Education with English Language Teaching – by August, 2007
- for part-time studies – by July, 2007
- for the second-cycle programmes: English Language Teaching – by September, 2007; for the other specialities – by July, 2007.

1.5. Study organisation

Pedagogy field of study is organised in accordance with regulations (applied to the Świętokrzyska Academy) relating to the course of studies, number of students in groups, assessment system (tests, examinations, credits) and receiving Licentiate and Master diploma in a chosen specialisation.

Student groups are organised in accordance with the Senate Resolution (No. 13, 2005), i.e.,

1. lectures – number of students depends on the location capacity, however it is suggested to conduct lectures only within the faculty and field of study,
2. blackboard classes, tutorials – at least 25 people,
3. practical classes and activities – at least 8 people,
4. foreign language courses – at least 15 people,
5. laboratory classes, seminars and methodological training at school – at least 10 people,
6. proseminars and field trips connected with the curriculum – at least 12 people,
7. PE classes.

Schedule of examinations and credits is approved by the Dean.

Institute of School Education offers **full-time studies**

- three-year first-cycle programme in *Early School and Preschool Education with Pedagogical Therapy*,
- three-year first-cycle programme in *Early School and Preschool Education with English Language Teaching*,
- two-year second-cycle programme in *Early School and Preschool Education with English Language Teaching* (for graduates of Pedagogy with specialisation in Integrated Early School and Preschool Education with English Language Teaching).

Students are assessed every semester. After each semester students are given the particular number of points that enables them to proceed the study.

Institute of School Education also offers **part-time studies**

- three-year first-cycle programme in *Early School and Preschool Education with Pedagogical Therapy*,
- two-year second-cycle programme in *Early School and Preschool Education with Pedagogical Therapy* (for graduates of the same or similar specialisation),
- two-year second-cycle programme in *School and Community Pedagogy* (for graduates of Pedagogy with various specialisations),
- two-year second-cycle programme in *English Language Teaching* (for graduates of first-cycle programme of Philology with specialisation in English Studies, and of Pedagogy with specialisation in Integrated Early School and Preschool Education with English Language Teaching);

and **postgraduate studies:**

- three-semester studies in *Integrated Early School and Preschool Education with Pedagogical Therapy*,
- three-semester studies in *Preparation for family life*,
- three-semester studies in *Teaching credentials for English Language Teaching*.

Part-time, evening and postgraduate studies are organised in yearly settlement. Examination sessions are regulated by the directive on the organisation of academic year.

Classes are held during the meetings according to the schedule that is established for the whole academic year and given to students.

Classes on part-time, evening and postgraduate studies are held on Fridays, Saturdays and Sundays. There are also additional sessions during winter and summer holidays.

A tuition fee is payable for all part-time, evening and postgraduate studies. Student pays the fee directly connected to the didactic process. The act of the fee is passed every year by the Faculty Council, and ratified by the Rector.

1.6. Graduate's qualifications

Qualifications of the graduate in Pedagogy are as follows:

Specialisation: *Early School and Preschool Education with Pedagogical Therapy*, full-time and part-time studies, first-cycle and second-cycle programmes

The condition of admission to the studies is to fulfil the recruitment procedure in accordance with requirements established every year by the authorities of the Academy.

In the course of study students participate in the classes according to the study programme. Graduates of the first-cycle programmes receive the Licentiate degree in Pedagogy with specialisation in *Early School and Preschool Education with Pedagogical Therapy*. Graduates of the second-cycle programmes receive the Master degree in Pedagogy with specialisation in *Early School and Preschool Education with Pedagogical Therapy*.

Qualifications that are expected from the graduates comprise wide understood knowledge of general training courses (philosophical, sociological and methodological knowledge), of main courses (psychology and pedagogy), of major subjects and specialised courses connected with preschool and early school education, diagnostics and pedagogical therapy. Students are expected not only to possess necessary knowledge and practical skills, but also to develop specific attitude that can be described as a role model.

It is assumed that after completing the studies, student will be fully qualified to be a teacher

in different types of preschool institutions, as well as primary schools within grades 1-3. Moreover, after completing the specialisation in Early School and Preschool Education with Pedagogical Therapy, student is obliged to solve problems deriving from diversified speed of pupils' development.

Among the specific qualifications that should be received by a student during the studies there are:

- understanding of children needs (in preschool and early school age) as well as all (psychological, biological and social) determinants of pupils' acquisition of knowledge, skills and development of personality,
- ability of formulation of educational aims concerning a teacher and pupils,
- knowledge of base curricula and curricula for preschool and early school education,
- ability of creation of proprietary programmes,
- knowledge of methods and forms of designing educational situations according to educational contents, and pupils' needs and capabilities,
- ability of creative activities within the search for innovative solutions of the educational process aimed at support of pupils' development,
- ability of organising own and pupils' work (planning and completing tasks, time managing),
- knowledge of methods of getting to know pupils as well as ability of diagnosis of the level of their development in order to adapt the methods supporting cognitive and understanding processes,
- ability of evaluating and documenting pupils' achievements,
- ability making and maintaining interpersonal relations not only with children, but also with their parents and other participants of educational process,
- ability of collaborating with other (than a kindergarten or school) educational institutions,
- understanding own role as a promoter of social initiatives in a local community to create the connection between educational institutions and the surrounding.

Enlisted competence are not the only expectations towards the modern teacher. Every day of work with children mounts a challenge to the graduate, who has to meet it, using a number of more specific abilities and skills. It must be emphasised that studies must develop students' awareness, that it is a teacher who is responsible for the quality of competence.

Specialisation: Early School and Preschool Education with English Language

Teaching, full-time studies, first-cycle and second-cycle programmes

The condition of admission to the studies is to fulfil the recruitment procedure in accordance with requirements established every year by the authorities of the Academy, and to present knowledge of English language on intermediate level, which is verified during the entrance examination.

First-cycle programmes last for three years (six semesters). Graduates receive the Licentiate's diploma in *Pedagogy* with specialisation in *Early School and Preschool Education with English Language Teaching*. Then they may apply for admission to Master studies (second-cycle, full-time programme) in *Pedagogy* with specialisation in *Early School and Preschool Education with English Language Teaching*.

Second-cycle programmes last for two years (four semesters). Graduates receive a diploma with Master's degree in *Pedagogy* with specialisation in *Early School and Preschool Education with English Language Teaching*.

Graduate of the presented specialisation should have general and specialised knowledge, abilities of functional realisation of educational process in preschool and early school education, as well as of teaching English on that level. One should present preschool and early schoolteacher's professional virtues. Moreover, one should demonstrate specific linguistic skills and

methodological knowledge of teaching English on that level, also in bilingual system.

Graduate receives English teacher's credentials after completing the enlisted specialised courses:

- Methodology of English Language Teaching to Children,
- Games in teaching English,
- History of English-Speaking Countries,
- English and American Literature,
- Knowledge of English-Speaking Countries,
- Practical Grammar,
- English Phonetics and Phonology,
- Integrated Skills (training of four linguistic skills: speaking, writing, listening and reading).

Our graduates are qualified to work as teachers in public and private primary schools in grades 1-3 and in kindergartens, as well as teaching English on that level.

Specialisation: English Language Teaching

Graduates of vocational studies and language colleges with Licentiate's degree may apply for admission to the studies

Studies last for two years (four semesters) in evening system. Graduates receive Master's degree in *Pedagogy* with specialisation in *English Language Teaching*.

During the studies students broaden their knowledge of general and specialised subjects, connected with standards of pedagogical training, and develop their linguistic skills in English, acquired during first-cycle programme.

During the studies, student should:

- gain skills of teaching English in Polish educational system: in primary school and gymnasium and secondary school
- use English fluently in speech and writing,
- gain skill and need of permanent self-education with the use of current pedagogical, psychological and methodological literature as well as various literary and journalistic texts in English,
- be prepared for creative didactic and educational work in primary school and gymnasium.

Specialisation: School and Community Pedagogy

Students are admitted on the basis of Licentiate diploma. Studies last for two years (four semesters). Graduates receive Master's degree in *Pedagogy* with specialisation in *School and Community Pedagogy*.

After 2-years supplementary Master studies, which comprise knowledge of psychology, general pedagogy, specific pedagogies, modern theory and methods of education, upbringing and care; as well as philosophy, anthropology and sociology, and practical specialisation (educator-therapist's work, diagnosis and therapy of addictions, diagnosis of guardian and educational needs), the graduate should possess solid theoretical preparation of interdisciplinary character aimed at school and community pedagogy (with the emphasis on work at school, in care and educational institutions, community institutions, i.e., clubs, centres).

Specialist in School and Community Pedagogy during the studies should gain competence as follows:

- ability of collaboration with institutions in local environment such as: school, educational institutions and self-government institutions,
- ability of diagnosing determinants of treats in local environment,
- ability of diagnosing, planning and realising of health promotion programmes at school,
- ability of designing programmes for solving local problems concerning addictions and their consequences for children and youth,
- ability of conducting sessions with children, youth, and adults, using psychoactive methods,

- ability of collaborating and searching supporters for realisation of prophylactic and educational programmes,
- ability of adapting and realising EU programmes for needs of the society in a given environment,
- predisposition for guardian and educational work,
- present firm moral and social attitude in interpersonal communication.

The study comprises specialised courses, e.g.:

- Diagnosis of Guardian and Educational Needs,
- Workshop of Educator-Therapist,
- Psychology of Social Unadaptability,
- Methodology of Corrective-Compensatory Work,
- Diagnosis and Therapy of Addictions,
- Assertiveness and Creativity Training.

Graduate of *School and Community Pedagogy* should be prepared for work in various educational institutions (as a teacher, educator or tutor), specialist guidance centres (pedagogue, diagnostician, counsellor) and units of self-government (consultant, social guardian).

2.1.1 Information about courses and study programmes in semestral order.

Field of study: PEDAGOGY

FULL-TIME STUDIES

Specialisation: Early School and Preschool Education with Pedagogical Therapy (ES)

Duration: 3 years

Academic year: 2006/2007

Code	Course	Number of hours:	Assessment	ECTS
1st year, 1st semester				
08.1-3PES-A1-WZF1	Philosophy	30L+30CL	Examination	5
14.2-3PES-A2-WS1	Introduction to Sociology	30L+15CL	credit with grade	4
09.1-3PES-A5-JO1,2,3,4	Foreign Language	30CL	credit with grade	3
16.1-3PES-A7-WF 1,2,3	Physical Education	15CL	credit	0,5
12.9-3PES-B8-AU1	Auxology	15L+15CL	Examination	4
08.3-3PES-B9-HW1,2	History of Education	15L+15CL	credit with grade	3
05.4-3PES-B10-WP1	Introduction to Pedagogy	30L+30CL	Examination	5
14.4-3PES-B13-WPS1	Introduction to Psychology	15L+15CL	Examination	4
03.2-3PES-D22-ZU1,2	Music	30CL	credit with grade	2
15.4-3PES-D42-INB1	Library User and Information Skills Training	2L+3CL	credit	-
1st year, 2nd semester				30,5
05.9-3PES-A3-MBP2	Methodology of Pedagogical Research	15L+15CL	Examination	4
08.9-3PES-A4-EZA2	Professional Ethics	15L	credit	1
09.1-3PES-A5-JO1,2,3,4	Foreign Language	30CL	credit with grade	3
16.1-3PES-A7-WF 1,2,3	Physical Education	30CL	credit	0,5
08.3-3PES-B9-HW1,2	History of Education	15L+15CL	Examination	3
14.4-3PES-B14-PSRO2	Psychology of Development and Personality	30L+30CL	Examination	5
05.9-3PES-B16-PSP2	Social Pedagogy	30L+15CL	credit with grade	3
05.9-3PES-B17-PPR2	Labour Pedagogy	15L+15CL	credit with grade	2
05.0-3PES-C20-ME2	Media in Education	15L+30CL	credit with grade	3
03.2-3PES-D22-ZU1,2	Music	30CL	credit with grade	2
08.9-3PES-D29-NJ2	Language Studies	30L+15CL	credit with grade	3
				29,5

Code	Course	Number of hours:	Assessment	ECTS
2nd year, 3rd semester				
09.1-3PES-A5-JO1,2,3,4	Foreign Language	30CL	credit with grade	3
16.1-3PES-A7-WF 1,2,3,4	Physical Education	30CL	credit	1
05.7-3PES-B11-TPW3	Theoretical Foundations of Upbringing	30L+15CL	Examination	4
05.1-3PES-B12-PDO3	Foundations of General Didactics	30L+30CL	Examination	5

11.1-3PES-D21-PM3	Basics of Maths	30L+30CL	credit with grade	4
05.9-3PES-D23-PRZ3	Preschool Pedagogy	30L+30CL	credit with grade	4
05.9-3PES-D24-MWP3,4	Methodology of Preschool Integrated Education	30CL	credit with grade	3
05.9-3PES-D26-WCZ3	Primary School Education	30L+30CL	credit with grade	4
11.3-3PESJ-D41-TI3	Information Technology	15CL	credit with grade	2
2nd year, 4th semester				30
09.1-3PES-A5-JO1,2,3,4	Foreign Language	30CL	Examination	3
05.9-3PES-D24-MWP3,4	Methodology of Preschool Integrated Education	30CL	Examination	3
05.9-3PES-D25-SPP4	Midyear Training in Kindergarten	30CL	credit with grade	2
05.9-3PES-D27-EPL4	Integrated Primary School Education in Polish Education	30L+30CL	Examination	5
13.9-3PES-D27-EPS4	Integrated Primary School Education in Environmental and Social Education	30L+30CL	credit with grade	3
11.1-3PES-D27-EMT4	Integrated Primary School Education in Mathematical Education	30L+30CL	Examination	5
03.2-3PES-D27-MUZ4	Integrated Primary School Education in Music Education	15L+30CL	credit with grade	2
03.1-3PES-D27-EPS4	Integrated Primary School Education in Fine Arts Education	15L+30CL	credit with grade	2
06.9-3PES-D27-ET4	Integrated Primary School Education in Technical Education	15L+30CL	credit with grade	2
16.1-3PES-D27-MOT4	Integrated Primary School Education in Motor Activity Education	15L+30CL	credit with grade	2
05.9-3PES-D40-SEM4,5,6	Seminar	15CL	credit	1
				30

Code	Course	Number of hours:	Assessment	ECTS
3rd year, 5th semester				
05.9-3PES-A6-PWNP5	Foundations of Innovative Teaching Methods	15L+15CL	Examination	4
14.2-3PESJB15-SW5	Sociology of Upbringing	30L+15CL	Examination	4
12.7-3PES-D18-EZ5	Health Education	15L+15CL	credit with grade	3

05.6-3PESJC19-PAS5	Social Pathologies	15L+15CL	credit with grade	3
05.9-3PES-D28-ŠPS2	Midyear Training in School Grades I-III	30CL	credit with grade	2
08.9-3PES-D30-LIT5	Literature for Children and Youth	30L+30CL	Examination	5
12.2-3PES-D32-PSKL5	Clinical Psychology	30L+15CL	Examination	4
05.6-3PESJ-D33-MDR5	Methodology of Corrective-Compensatory Work	30L+30CL	Examination	5
12.9-3PES-D35-LDT5	Logopaedics. Diagnosis and Therapy	30L+30CL	credit with grade	4
05.9-3PES-D40-SEM4,5,6	Seminar	30CL	credit	4
3rd year, 6th semester				38
03.2-3PES-D31-EIIG6	Voice Emission and Impostation	30CL	credit with grade	4
05.9-3PES-D34-WNI6	Integrated Upbringing and Teaching	30L+30CL	credit with grade	5
15.0-3PES-D36-TUK6	Training of Communicative Skills	30CL	credit with grade	4
05.9-3PES-D37-PTS6	Therapeutic Training in School	30CL	credit with grade	2
16.9-3PESJ-D38-BHP6	Occupational Hygiene and Ergonomics	15CL	credit with grade	2
05.9-3PES-D39-WMO6	Monographic Lecture	15L	credit	1
05.9-3PES-D40-SEM4,5,6	Seminar	30CL	credit	4
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Specialisation: Early School and Preschool Education with English Language Teaching (ESJ)

Duration: 3 years (6 semesters)

Academic Year: 2006/2007

Field of study: Pedagogy

FULL-TIME STUDIES

Code	Course	Number of hours:	Assessment	ECTS
1st year, 1st semester				
08.1-3PESJ-A1-WZF1	Selected Problems of Philosophy	15L+15CL	credit with grade	2
16.1-3PESJ-A7-WF1,2,3,4	Physical Education	15CL	credit with grade	-
12.9-3PESJ-B8-BR1	Biomedical Foundations of Human Development and Upbringing	15L+15CL	Examination	4
14.4-3PESJ-B9-WPS1	Introduction to Psychology	15L+15CL	Examination	4
08.3-3PESJ-B12-HW1	History of Education	15L+15CL	Examination	4
05.4-3PESJ-B13-WP1	Introduction to Pedagogy	15L+15CL	Examination	4
09.9-3PESJ-D24-GP1,2,3	English Grammar	15CL	credit with grade	2
09.9-3PESJ-D25-FF1,2	English Phonetics and Phonology	15L+15CL	credit with grade	3
09.9-3PESJ-D26-SZ1,2,3,4,5,6	Integrated Skills	45CL	credit with grade	2,5
08.9-3PESJ-D36-LIT1	Literature for Children and Youth	15L+15CL	Examination	3,5
03.2-3PESJ-D40-ZU1	Music	30CL	credit with grade	1
				30
1st year, 2nd semester				
14.2-3PESJ-A4-WS2	Introduction to Sociology	15L+15CL	credit with grade	2
16.1-3PESJ-A7WF1,2,3,4	Physical Education	15CL	credit with grade	-
05.9-3PESJ-B11-PSP2	Social Pedagogy	15L+15CL	credit with grade	2
05.1-3PESJ-B15-PDO2	Foundations of General Didactics	20L+25CL	Examination	5
14.2-3PESJ-B17-SW2	Sociology of Upbringing	15L+15CL	Examination	3
09.9-3PESJ-D24-GP1,2,3	English Grammar	15CL	credit with grade	1
09.9-3PESJ-D25-FF1,2	English Phonetics and Phonology	30CL	Examination	4
09.9-3PESJ-D26-SZ1,2,3,4,5,6	Integrated Skills	45CL	credit with grade	3
09.9-3PESJ-D29-MPJ2,3,4,5	Methodology of English Language Teaching to Children	30CL	credit with grade	2
05.9-3PESJ-D31-PRZ2	Preschool Pedagogy	15L+15CL	Examination	4
05.9-3PESJ-D34-PW2	Primary School Education	15L+15CL	Examination	4
				30

Code	Course	Number of hours	Assessment	ECTS
2nd year, 3rd semester				
16.1-3PESJ-A7-WF1,2,3,4	Physical Education	15CL	credit with grade	-
05.9-3PESJ-B16-PPR3	Labour Pedagogy	15L+15CL	Examination	4
09.9-3PESJ-D24-GP1,2,3	English Grammar	30L+30CL	Examination	4
09.9-3PESJ-D26-SZ1,2,3,4,5,6	Integrated Skills	30CL	credit with grade	2

09.9-3PESJ-D29-MPJ2,3,4,5	Methodology of English Language Teaching to Children	15L+15CL	credit with grade	3
05.9-3PESJ-D37-EPL3	Integrated Primary School Education in Polish Education	15L+30CL	Examination	5
14.9-3PESJ-D37-EPD3	Integrated Primary School Education in Ecological Education	15L+15CL	credit with grade	2
14.9-3PESJ-D37-ES3	Integrated Primary School Education in Social Education	15L	credit with grade	1
11.1-3PESJ-D37-EM3	Integrated Primary School Education in Mathematical Education	15L+30CL	Examination	4
03.2-3PESJ-D37-MUZ3	Integrated Primary School Education in Music Education	30CL	credit with grade	1
03.1-3PESJ-D37-EPS3	Integrated Primary School Education in Fine Arts Education	30CL	credit with grade	1
16.1-3PESJ-D37-MOT3	Integrated Primary School Education in Motor Activity Education	30CL	credit with grade	1
06.9-3PESJ-D37-ET3	Integrated Primary School Education in Technical Education	30CL	credit with grade	1
05.9-3PESJ-D38-ŚPS3,4	Midyear Training in Primary School Grades I-III	30CL	credit with grade	1
2nd year, 4th semester				30
11.3-3PESJ-A2-IS4	Information and Communication Technology with Applied Statistics	15CL	credit with grade	2
05.9-3PESJ-A5-MBP4	Methodology of Pedagogic Research	15L+15CL	credit with grade	3
16.1-3PESJ-A7-WF1,2,3,4	Physical Education	15CL	credit with grade	-
14.4-3PESJ-B10-PSRO4	Psychology of Development and Personality	15L+15CL	Examination	6
09.9-3PESJ-D26-SZ1,2,3,4,5,6	Integrated Skills	30CL	credit with grade	4
09.9-3PESJ-D29-MPJ2,3,4,5	Methodology of English Language Teaching to Children	15L+15CL	credit with grade	5
05.9-3PESJ-D32-MWP4,5	Methodology of Preschool Integrated Education	30CL	credit with grade	3
05.9-3PESJ-D38-ŚPS3,4	Midyear Training in Primary School Grades I-III	30CL	credit with grade	2
05.6-3PESJ-D39-MDR4	Methodology of Corrective-Compensatory Work	10L+15CL	credit with grade	3
05.9-3PESJ-D44-SEM4,5,6	Seminar	15CL	credit with grade	2
				30

Code	Course	Number of hours	Assessment	ECTS
3rd year, 5th semester				
08.9-3PESJ-A3-EZA5	Professional Ethics	15CL	credit with grade	2
05.9-3PRSJ-A6-PWEJ5	Subject to select: Modern Linguistic Education	30CL	credit with grade	2
05.7-3PESJ-B14-TPW5	Theoretical Foundations of Upbringing	15L+15CL	Examination	5

11.3-3PESJ-C20-TI5	Information Technology	30CL	credit with grade	2
12.7-3PESJ-C22-EZ5	Health Education	15L+15CL	credit with grade	3
09.9-3PESJ-D23-WKA5	Knowledge of English-Speaking Countries	10L+10CL	credit with grade	3
09.9-3PESJ-D26-SZ1,2,3,4,5,6	Integrated Skills	30CL	credit with grade	2
09.9-3PESJ-D28-WJ5	Introduction to Linguistics	15L+15CL	credit with grade	3
09.9-3PESJ-D29-MPJ2,3,4,5	Methodology of English Language Teaching to Children	20CL	Examination	4
05.9-3PESJ-D32-MWP4,5	Methodology of Preschool Integrated Education	15CL	credit with grade	2
05.9-3PESJ-D33-ŠPP5,6	Midyear Training in Kindergarten	30CL	credit with grade	2
12.9-3PESJ-D42-LDT5	Logopaedics – Diagnosis and Therapy	30CL	credit with grade	2
05.9-3PESJ-D44-SEM4,5,6	Seminar	30CL	credit with grade	2
3rd year, 6th semester				34
10.9-3PESJ-C18-PPOO6	Legal Foundations and Organisation of Education	15CL	credit with grade	2
15.0-3PESJ-C19-ME6	Media in Education	15L+15CL	credit with grade	3
05.6-3PESJ-C21-PAS6	Social Pathologies	15L+15CL	credit	2
09.9-3PESJ-D26-SZ1,2,3,4,5,6	Integrated Skills	30CL	Examination	4
09.2-3PESJ-D27-LITA6	English and American Literature	15L+15CL	credit with grade	3
05.9-3PESJ-D30-ŠPJA6	Midyear English Training in Kindergarten and Primary School Grades I-III	20CL	credit with grade	2
05.9-3PESJ-D33-ŠPP5,6	Midyear Training in Kindergarten	15CL	credit with grade	2
08.9-3PESJ-D35-NJ6	Language Studies	30CL	credit with grade	2
03.2-3PESJ-D41-EIG6	Voice Emission	30CL	credit with grade	2
16.9-3PESJ-D43-BHP6	Occupational Hygiene and Ergonomics	15CL	credit with grade	2
05.9-3PESJ-D44-SEM4,5,6	Seminar	30CL	credit with grade	2
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Early School and Preschool Education with English Language Teaching

FULL-TIME STUDIES

Second-cycle programme

Duration : 2 years

Academic year: 2006/2007

Code	Course	Number of	Assessment	ECTS
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		hours:		
1st year, 1st semester				
14.7-3PESJ-A1-AK1	Cultural Anthropology	15L+30CL	credit with grade	3
08.9-3PESJ-A2-L1	Logic	15CL	credit with grade	1
05.9-3PESJ-A3-MEBJ1	Methodology of Pedagogical Research	15L	credit	1
11.3-3PESJ-A4-I1	Computer Science	15CL	credit with grade	1
12.9-3PESJ-B6-AU1	Auxology	15L+15CL	credit with grade	2
14.4-3PESJ-B7-PSS1	Social Psychology	15L+15CL	credit with grade	2
05.7-3PESJ-B8-WKP1,2	Contemporary Pedagogic Research	15L+15CL	credit with grade	2
05.0-3PESJ-C13-PED1	Pedeutology	15L+15CL	credit with grade	2
13.9-3PESJ-C14-EE1	Ecological Education	15L+15CL	credit with grade	2
05.9-3PESJ-C15-MPWO1	Methodology of Educational and Guardian Work	15L+30CL	credit with grade	3
05.9-3PESJ-C16-DP1	Pedagogic Diagnostics	15L+30CL	credit with grade	3
09.9-3PESJ-D23-GPO1,2,3,4	Practical and Descriptive Grammar	15CL	credit with grade	2
09.9-3PESJ-D24-FK1,2,3,4	Contrastive Phonetics	30CL	credit with grade	3
09.9-3PESJ-D25-SZ1,2,3,4	Integrated Skills	30CL	credit with grade	3
05.9-3PESJ-D31-SEM1,2,3,4	MA Seminar	15CL	credit	2
1st year, 2nd semester				32
05.7-3PESJ-B8-WKP1,2	Contemporary Pedagogic Research	15L+15CL	Examination	4
05.7-3PESJ-B9-PPO2	Comparative Pedagogy	15L+30CL	credit with grade	3
05.9-3PESJ-B10-PSC2	Special Pedagogy	15L+30CL	credit with grade	3
05.6-3PESJ-B11-PRS2	Pedagogy of Correction	15L+30CL	credit with grade	3
05.5-3PESJ-B12-AG2	Andragogics	15L+30CL	credit with grade	3
09.9-3PESJ-D23-GPO1,2,3,4	Practical and Descriptive Grammar	15CL	credit with grade	2
09.9-3PESJ-D24-FK1,2,3,4	Contrastive Phonetics	30CL	credit with grade	3
09.9-3PESJ-D25-SZ1,2,3,4	Integrated Skills	30CL	credit with grade	3
09.9-3PESJ-D26-TMPJ2,3,4	Theory and Methodology of English Language Teaching in Preschool and Early School Education	15CL	credit with grade	2
05.9-3PESJ-D31-SEM1,2,3,4	MA Seminar	15CL	credit	2
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Code	Course	Number of hours:	Assessment	ECTS
2nd year, 3rd semester				
05.9-3PESJ-A5-PWNP3	Foundations of Innovative Teaching Methods	15L+15CL	Examination	4
05.9-3PESJ-D17-NWCZ3	Innovations in Early School Education	15L+15CL	Examination	4
05.9-3PESJ-D18-NPRZ3	Innovations in Theory and Practice	15L+15CL	Examination	4

	of Preschool Education			
08.9-3PESJ-D19-NLIT3	Modern Trends in Literature for Children	15L+15CL	credit with grade	3
05.9-3PESJ-D20-KDO3	Modernisation in Didactics	15L+15CL	credit with grade	3
09.9-3PESJ-D23-GPO1,2,3,4	Practical and Descriptive Grammar	30CL	credit with grade	3
09.9-3PESJ-D24-FK1,2,3,4	Contrastive Phonetics	15CL	credit with grade	2
09.9-3PESJ-D25-SZ1,2,3,4	Integrated Skills	30CL	credit with grade	3
09.9-3PESJ-D26-TMPJ2,3,4	Theory and Methodology of English Language Teaching in Preschool and Early School Education	15CL	credit with grade	2
09.2-3PESJ-D28-KLITA3	Modern Trends in Literature in the English Language	15L+30CL	credit with grade	4
05.9-3PESJ-D31-SEM1,2,3,4	MA Seminar	15CL	credit	2
2nd year, 4th semester				33
05.9-3PESJ-D21-DEP4	Diagnosis and Evaluation of School Activity	15L	credit	1
12.7-3PESJ-D22-PZSS4	Health Promotion in School and Local Environment	15CL	credit with grade	2
09.9-3PESJ-D23-GPO1,2,3,4	Practical and Descriptive Grammar	30CL	Examination	3
09.9-3PESJ-D24-FK1,2,3,4	Contrastive Phonetics	15CL	Examination	2
09.9-3PESJ-D25-SZ1,2,3,4	Integrated Skills	30CL	Examination	3
09.9-3PESJ-D26-TMPJ2,3,4	Theory and Methodology of English Language Teaching in Preschool and Early School Education	15CL	credit with grade	2
09.9-3PESJ-D27-HKA4	History of English-Speaking Countries	30L+15CL	credit with grade	3
09.9-3PESJ-D29-KPJA4	Creating of the Curricula of English Language Teaching in Preschool and Early School Education	30CL	credit with grade	4
05.9-3PESJ-D30-WMO4	Monographic Lecture	15L	credit	1
05.9-3PESJ-D31-SEM1,2,3,4	MA Seminar	30CL	credit	4
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PART-TIME STUDIES

By decision of the authorities of the Faculty of Pedagogy and Arts, ECTS points were not introduced into part-time studies.

Early School and Preschool Education with Pedagogical Therapy

First-cycle programme

Duration: 3 years

Academic year: 2006/2007

Code	Course	Number of hours	Assessment	ECTS
1st year				
08.1-3PES-A1-WZF1	Philosophy	15L+15CL	credit with grade	
14.2-3PES-A2-WS1	Introduction to Sociology	15L+15CL	credit with grade	
05.9-3PES-A3-MBP1	Methodology of Pedagogical Research	15L+15CL	Examination	
08.9-3PES-A4-EZA1	Professional Ethics	15L	credit	
09.1-3PES-A5-JO1,2	Foreign Language	60CL	credit with grade	
12.9-3PES-B7-AU1	Auxology	15L+15CL	Examination	
08.3-3PES-B8-HW1	History of Education	30L+15CL	Examination	
05.4-3PES-B9-WP1	Introduction to Pedagogy	15L+15CL	Examination	
14.4-3PES-B12-WPS1	Introduction to Psychology	15L+15CL	credit with grade	
15.0-3PES-C19-ME1	Media in Education	15L+30CL	credit with grade	
11.1-3PES-D20-PM1	Basics of Maths	10L+20CL	credit with grade	
03.2-3PES-D21-ZU1	Music	30CL	credit with grade	
08.9-3PES-D26-NJ1	Language Studies	10L+10CL	credit with grade	

Code	Course	Number of hours:	Assessment	ECTS
2nd year				
09.1-3PES-A5-JO1,2,	Foreign Language	60CL	Examination	
05.7-3PES-B10-TPW2	Theoretical Foundations of Upbringing	30L+15CL	Examination	
05.1-3PES-B11-PDO2	Foundations of General Didactics	30L+15CL	Examination	

14.4-3PES-B13-PSRO2	Psychology of Development and Personality	15L+15CL	Examination	
05.9-3PES-D22-PRZ2	Preschool Pedagogy	15L+30CL	credit with grade	
05.9-3PES-D23-MWP2	Methodology of Preschool Integrated Education	10L+30CL	Examination	
05.9-3PES-D24-WCZ2	Primary School Education	15L+15CL	credit with grade	
05.9-3PES-D25-EPL2	Integrated Primary School Education in Polish Education	10L+20CL	Examination	
13.9-3PES-D25-EPS2	Integrated Primary School Education in Environmental and Social Education	10L+20CL	credit with grade	
11.1-3PES-D25-EMT2	Integrated Primary School Education in Mathematical Education	10L+20CL	Examination	
03.2-3PES-D25-MUZ2	Integrated Primary School Education in Music Education	10L+15CL	credit with grade	
03.1-3PES-D25-EPS2	Integrated Primary School Education in Fine Arts Education	10L+15CL	credit with grade	
06.9-3PES-D25-ET2	Integrated Primary School Education in Technical Education	20CL	credit with grade	
16.1-3PES-D25-MOT2	Integrated Primary School Education in Motor Activity Education	20CL	credit with grade	
11.3-3PES-D34-TI2	Information Technology	15k	credit with grade	
05.9-3PES-D36-SEM2,3	Seminar	30CL	credit	

Code	Course	Number of hours:	Assessment	ECTS
3rd year				
05.9-3PES-A6-PWNP3	Foundations of Innovative Teaching Methods	15L+15CL	Examination	
14.2-3PES-B14-SW23	Sociology of Upbringing	15L+15CL	credit with grade	
05.9-3PES-B15-PSP3	Social Pedagogy	15L+15CL	credit with grade	
05.9-3PES-B16-PPR3	Labour Pedagogy	15L+15CL	credit with grade	

12.7-3PES-C17-EZ3	Health Education	15L+15CL	credit with grade	
05.6-3PES-C18-PAS3	Social Pathologies	15L+15CL	credit with grade	
08.9-3PES-D27-LIT3	Literature for Children and Youth	10L+10CL	Examination	
03.2-3PES-D28-EIIG3	Voice Emission and Impostation	30CL	credit with grade	
12.2-3PES-D29-PSKL3	Clinical Psychology	5L+10CL	credit with grade	
05.6-3PES-D30-MDR3	Methodology of Corrective-Compensatory Work	10L+20CL	Examination	
05.9-3PES-D31-WNI3	Integrated Upbringing and Teaching	20CL	credit with grade	
12.9-3PES-D32-LDT3	Logopaedics. Diagnosis and Therapy	10L+10CL	Examination	
15.0-3PES-D33-TUK3	Training of Communicative Skills	20CL	credit with grade	
05.9-3PES-D35-WMO3	Monographic Lecture	10L	credit	
05.9-3PES-D36-SEM2,3	Seminar	30CL	credit	

Specialisation:

**Early School and Preschool Education with Pedagogical Therapy
Second-cycle programme**

Duration: 2 years

Academic year: 2006/2007

Part-time studies

1st year of supplementary studies (Master studies, two-year programme)

Code	Course	Number of hours	Assessment	ECTS
14.7-3PES-A1-AK1	Cultural Anthropology	5L+10CL	credit with grade	
08.9-3PES-A2-E1	Ethics	10L	credit	
08.9-3PES-A3-L1	Logic	10CL	credit with grade	
05.9-3PES-A4-MEB1	Methodology of Pedagogical Research	5L+10CL	Examination	
11.3-3PES-A5-IS1	Information and Communication Technology with Applied Statistics	10CL	credit with grade	
05.9-3PES-A6-PWNP1	Foundations of Innovative Teaching Methods	5L+10CL	Examination	
05.7-3PES-B7-WKP1	Contemporary Pedagogic Research	5L+10CL	credit with grade	
05.7-3PES-B8-PPO1	Comparative Pedagogy	5L+10CL	credit with grade	
05.9-3PES-B9-PSP1	Social Pedagogy	5L+10CL	credit with grade	
05.6-3PES-B10-PRS1	Pedagogy of Correction	10L	credit	
12.9-3PES-B11-AU1	Auxology	5L+10CL	credit with grade	
13.9-3PES-C15-EE1	Ecological Education	10L+10CL	credit with grade	
12.7-3PES-C16-PZSS1	Health Promotion in School and Local Environment	10L+15CL	credit with grade	
05.0-3PES-C17-ME1	Media in Education	10CL	credit	
05.9-3PES-D20-NPRZ1	Innovations in Theory and Practice of Preschool Education	10L+15CL	Examination	
05.9-3PES-D22-KDO1	Modernisation in Didactics	10L+15CL	credit with grade	
05.9-3PES-D23-EPL1,2	Integrated Primary School Education in Polish Education	10L+10CL	credit with grade	
13.9-3PES-D23-EPS1	Integrated Primary School Education in Environmental and Social Education	10L+10CL	credit with grade	
03.2-3PES-D23-MUZ1	Integrated Primary School Education in Music Education	20CL	credit with grade	
11.1-3PES-D23-EMT1,2	Integrated Primary School Education in Mathematical Education	10L+10CL	credit with grade	
05.9-3PES-D24-MTP1	Methods of Pedagogical Therapy	10L+20CL	Examination	
05.9-3PES-D29-DTU1	Diagnosis and Therapy of Addictions	10L+10CL	credit with grade	
05.9-3PES-D30-WMO1	Monographic Lecture	10L	credit	
05.9-3PES-D31-SEM1,2	MA Seminar	40CL	credit	

2nd year of supplementary studies (Master studies, two-year programme)

Code	Course	Number of hours	Assessment	ECTS
05.0-3PES-C12-PED2	Pedeutology	5L+10CL	credit with grade	
05.9-3PES-C13-MPWO2	Methodology of Educational and Guardian Work	10CL	credit with grade	
05.9-3PES-C14-DP2	Pedagogic Diagnostics	10L+10CL	credit with grade	

05.9-3PES-C18-DEP2	Diagnosis and Evaluation of School Activity	10CL	credit with grade	
05.9-3PES-D19-NWCZ2	Innovations in Early School Education	10L+10CL	credit with grade	
08.9-3PES-D21-NLIT2	Modern Trends in Literature for Children	10CL	credit with grade	
05.9-3PES-D23-EPL1,2	Integrated Primary School Education in Polish Education	10CL	Examination	
11.1-3PES-D23-EMT1,2	Integrated Primary School Education in Mathematical Education	10CL	Examination.	
	Forms and Methods of Art Therapy			
03.2-3PES-D25-WM2	- Music Therapy	15CL	credit with grade	
03.1-3PES-D25-WP2	- Fine Arts in Therapy	15CL	credit with grade	
16.1-3PES-D25-WT2	- Physical Therapy and Recreation	15CL	credit with grade	
08.9-3PES-D25-WB2	- Bibliotherapy	15CL	credit with grade	
05.6-3PES-D26-MDR2	Methodology of Corrective-Compensatory Work	10L+15CL	Examination	
12.9-3PES-D27-TLOG2	Logopaedic Therapy	20CL	credit with grade	
05.9-3PES-D28-ZTE2	Therapeutic Activities	15CL	credit with grade	
05.9-3PES-D31-SEM1,2	MA Seminar	40CL	credit	

English Language Teaching

Second-cycle programme

Duration: 2 years

Academic year: 2006/2007

1st year of supplementary studies (Master studies)

Code	Course	Number of hours	Assessment	ECTS
08.1-3PESJ-A1-F1	Philosophy	10L	credit	
14.7-3PESJ-A2-AK1	Cultural Anthropology	10L+10CL	credit with grade	
14.2-3PESJ-A3-S1	Sociology	10L	credit	
08.9-3PESJ-A4-E1	Ethics	10L	credit	
08.9-3PESJ-A5-L1	Logic	10CL	credit with grade	
05.9-3PESJ-A6-MEB1	Methodology of Pedagogical Research	10L+10CL	credit with grade	
11.3-3PESJ-A7-I1	Computer Science	10CL	credit with grade	
12.9-3PESJ-B9-AU1	Auxology	10L+10CL	credit with grade	
14.4-3PESJ- B10- PSO1	General Psychology	5L+10CL	credit with grade	
14.2-3PESJ-B13-SE1	Sociology of Education	10L+10CL	credit with grade	
08.3-3PESJ-B14-HW1	History of Education	10L+10CL	credit with grade	
05.0-3PESJ-B15-PO1	General Pedagogy	10L+10CL	credit with grade	
05.7-3PESJ-B19-TW1	Theory of Education	15L+15CL	Examination	
05.1-3PESJ-B20-DO1	General Didactics	10L+20CL	Examination	
05.0-3PESJ-C25-PED1	Pedeutology	10L	credit	
05.9-3PESJ-C26-PPOO1	Legal Foundations and Organisation of Education	10L	credit	
05.9-3PESJ-C30-MPWO1	Methodology of Educational and Guardian Work	5L+10CL	credit with grade	
09.9-3PESJ-D32-ARW1	Academic Reading and Writing	30CL	credit with grade	
09.9-3PESJ-D33-MNJA1,2	Methodology of English Language Teaching	25CL	credit with grade	
09.4-3PESJ-D36-ET1	Foundations of Theory of Translation	30CL	credit with grade	
09.9-3PESJ-D37-EIU1,2	English in Use	15CL	credit with grade	
09.9-3PESJ-D38-CC1,2	Conversation Class	15CL	credit with grade	
05.9-3PESJ-D40-SEM1,2	MA Seminar	30CL	credit	

2nd year of supplementary studies (Master studies)

Code	Course	Number of hours	Assessment	ECTS
08.9-3PESJ-A8-LITM2	Literature for Youth	10L+10CL	credit with grade	
14.4-3PESJ-B11-PSR2	Psychology of Development of Human Being	10L+20CL	Examination	
14.4-3PESJ-B12-PSS2	Social Psychology	10L+10CL	credit with grade	

05.7-3PESJ-B16-WKP2	Contemporary Pedagogic Research	10L+10CL	credit with grade	
05.7-3PESJ-B17-PPO2	Comparative Pedagogy	10L+10CL	credit with grade	
05.9-3PESJ-B18-PSP2	Social Pedagogy	10L+10CL	credit with grade	
05.9-3PESJ-B21-PSC2	Special Pedagogy	5L+10CL	credit with grade	
05.6-3PESJ-B22-PRS2	Pedagogy of Correction	5L+10CL	credit with grade	
05.5-3PESJ-B23-AG2	Andragogics	5L+10CL	credit with grade	
05.9-3PESJ-B24-PPR2	Labour Pedagogy	10L	credit	
15.0-3PESJ-C27-ME2	Media in Education	5L+10CL	credit with grade	
12.7-3PESJ-C28-PZSS2	Health Promotion in School and Local Environment	5L+10CL	credit with grade	
13.9-3PESJ-C29-EE2	Ecological Education	5L+10CL	credit with grade	
05.9-3PESJ-C31-DP2	Pedagogic Diagnostics	10L+10CL	credit with grade	
09.9-3PESJ-D33-MNJA1,2	Methodology of English Language Teaching	25CL	Examination	
09.2-3PESJ-D34-LITEA2	English and American Literature	10L+20CL	Examination	
09.9-3PESJ-D35-WKA2	Knowledge of English-Speaking Countries	10L+20CL	credit with grade	
09.9-3PESJ-D37-EIU1,2	English in Use	15CL	credit with grade	
09.9-3PESJ-D38-CC1,2	Conversation Class	15CL	credit with grade	
05.9-3PESJ-D39-WMO2	Monographic Lecture	10L	credit	
05.9-3PESJ-D40-SEM1,2	MA Seminar	30CL	credit	

School and Community Pedagogy (ESSR)

Duration: 2 years

Academic year: 2006/2007

1st year of supplementary studies (Master studies)

Code	Course	Number of hours	Assessment	ECTS
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14.7-3PESSR-A1-AK1	Cultural Anthropology	5L+10CL	credit with grade	
08.9-3PESSR -A3-L1	Logic	10CL	credit with grade	
05.9-3PESSR-A4-MEB1	Methodology of Pedagogical Research	5L+10CL	Examination	
12.9-3PESSR-B5-AU1	Auxology	5L+10CL	credit with grade	
05.9-3PESSR-B7-ZPSP1	Selected Problems of Social Pedagogy	5L+10CL	credit with grade	
05.6-3PESSR-B8-PRS1	Pedagogy of Correction	5L+10CL	Examination	
05.9-3PESSR-C13-DE1	Diagnosis and Evaluation of School Activity	10L+10CL	credit with grade	
05.0-3PESSR-C14-ME1	Media in Education	10CL	credit	
12.7-3PESSR-C15-PZSS1	Health Promotion in School and Local Environment	15L+15CL	credit with grade	
05.9-3PESSR-D16-PWNP1	Foundations of Innovative Teaching Methods	5L+10CL	Examination	
05.9-PESSR-D17-DPOW1	Diagnosis of Guardian and Educational Needs	5L+10CL	credit with grade	
14.4-3PESSR-D19-PSNS1	Psychology of Social Unadaptability	10L+10CL	credit with grade	
14.2-3PESSR-D20-SR1	Sociology of Family	5L+10CL	credit with grade	
05.9-3PESSR-D21-PPRS1	Legal Foundations of Social Rehabilitation and of Child Care and Family Care	5L+10CL	credit with grade	
05.9-3PESSR-D23-FK11	Forms of Interpersonal Communication	15CL	credit with grade	
05.0-3PESSR-D24-MPW1	Media vs. Educational Problems of Children and Youth	10CL	credit with grade	
05.6-3PESSR-D25-MDR1	Methodology of Corrective-Compensatory Work	10L+10CL	Examination	
05.9-3PESSR-D28-ZTAT1	Assertiveness and Creativity Training	15CL	credit	
05.9-3PESSR -D31-SEM1,2	MA Seminar	40CL	credit	

2nd year of supplementary studies (Master studies)

Code	Course	Number of hours	Assessment	ECTS
08.9-3PESSR-A2-E2	Ethics	10L	credit	
14.2-3PESSR-B6-SE2	Sociology of Education	5L+10CL	credit with grade	
12.2-3PESSR-B9-PSKL2	Clinical Psychology	5L+10CL	credit with grade	
05.5-3PESSR-B10-AG2	Andragogics	5L+10CL	credit with grade	

13.9-3PESSR-C11-EE2	Ecological Education	10L+10CL	credit with grade	
05.9-3PESSR-C12-POWS2	Guardian and Educational Work at School and in Local Environment	10L+10CL	Examination	
05.9-3PESSR-D18-WPPT2	Workshop of Educator-Therapist	15CL	credit with grade	
05.6-3PESSR-D22-PARS2	Social Pathology and Methods of Social Rehabilitation	10L+10CL	Examination	
05.9-3PESSR-D26-PASK2	Programmes of Social and Cultural Activities in Local Environment	15CL	credit with grade	
05.9-3PESSR-D27-DTU2	Diagnosis and Therapy of Addictions	10L+10CL	Examination	
	Forms and Methods of Art Therapy* (2x15h):	30CL	credit with grade	
03.2-3PESSR –D29-WM2	- Music Therapy	15CL	credit with grade	
03.1-3PESSR –D29-WP2	- Fine Arts in Therapy	15CL	credit with grade	
16.1-3PESSR –D29-WT2	- Physical Therapy and Recreation	15CL	credit with grade	
08.9-3PESSR –D29-WB2	- Bibliotherapy	15CL	credit with grade	
05.9-3PESSR –D30-WMO2	Monographic Lecture	10L	credit	
05.9-3PESSR -D31-SEM1,2	MA Seminar	40CL	credit	

*** Two subjects to select out of four given, 15CL each, total: 30CL**

2.1.2. Study Programme

FULL-TIME STUDIES

Field of study: **PEDAGOGY**

Specialisation:

Early School and Preschool Education with Pedagogical Therapy

First-cycle programme

Group A General Education

Code: 08.1-3PES-A1-WZF1

Philosophy

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Jerzy Perzanowski

Educational targets: Present dependence between various concepts of a man and his life and established concept of reality. Concept of a man is closely connected to concept of reality (being). Present human as the highest form of being, who has inalienable dignity and rights. Present the truth that positive rights should be expressions of natural law. Connection between philosophy and paradigms of science. Influence of philosophical concepts on development of various concepts of science. Influence of philosophical concepts on the form of individual, family and social ethics. Connections between philosophy and assumptions and forms of *paideia*, i.e., connection with systems and concepts of education. Influence of philosophy on human artistic work (literature, fine arts, and architecture). Connection between philosophy and European and world culture. Influence of philosophy on the creation of the twentieth-century ideology. Results of influence of those ideologies. Present the fact, that philosophical education is the factor of humanisation in scientific and polytechnic education. Influence of philosophy on forms of culture and civilisation in the 21st century. Importance of Plato's Trinity (Truth, Beauty and the Good) in education of youth.

Contents: Materialistic monism (from Tales to diamat). Idealistic monism (from Parmenides to Hegel). Pluralism and realism. Theory of abstraction. Aristotle's teachings about complex structure of being. Synthesis of extreme statism and mobilism. The good and wrong. Theory of existential judgement and separation. Essential and existential perspective of reality. Existence and essence from Avicenna's, St Thomas Aquinas' and philosophy of being modern representatives' perspective. Existence from existentialists' perspective. Analogy of being and cognition. Models of cosmos. Issue of the beginning and personality. Right of nature and law of nature. Time reversals. The essence of life. Biogenesis. Anthropogenesis. Philosophical and natural evolutionism. Determinism and indeterminism. Sources of cognition. Apriorism and aposteriorism. Ultimate criterion of truth. Issue of quality of senses. First principles of being and cognition. Science as revealing and non-revealing cognition. Metasciences. Methods in philosophy, inductive sciences, deductive sciences and historiography. Human being in philosophical systems. Concepts of freedom. Man and society in various philosophical systems. Ethic in various philosophical systems. Ethic from St Augustine's and St Thomas Aquinas' perspective. Ethic of love. Ethic of actions determined by human rationality and I Kant's theory of morality. Master and slave morality. Realistic ethic.

Recommended reading:

Ajdukiewicz K.: Zagadnienia i kierunki filozofii: teoria poznania: metafizyka, Warszawa 1983

Heller M., Lubański M., Ślaga Sz.: Zagadnienia filozoficzne współczesnej nauki, Warszawa 1980

Ingarden R.: Książeczka o człowieku, Kraków 1973

Krapiec A., Kamiński S., Zdybicka Z., Maryniarczyk A., Jaroszyński P.: Wprowadzenie do filozofii. Lublin 1996 (i wyd. następne)

Tatarkiewicz W., Historia filozofii. Warszawa 1990 (i wyd. następne)

Code: 14.2-3PES-A2-WS1

Introduction to Sociology

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Halina Mielicka PhD

Educational targets: Introduce students with selected problems of sociological analysis. Show the connections between sociology, pedagogy and social philosophy.

Contents: Introduction to theory and notions of modern sociology. Variety of theoretical interpretations of such phenomena as: functioning of society, its structure, functions, institutions and main processes in social macro- and microstructures. Presenting the essence of such phenomena as: symbolic interactionism, endomethodology, phenomenological sociology, liberalism, etatism, civil society, and information society. Some aspects of functioning of selected axionormative systems and their role in process of socialisation. Place of sociology in the system and structure of social sciences; relations between sociology and pedagogy. Establishing borders of interests of general sociology with prospects of its further development. Concepts of social groups' personalities, concepts of culture. Phenomena of conformism and nonconformism.

Recommended reading:

Mielicka H.: Podstawy socjologii. Mikrostruktury społeczne, Kielce 2002

Turowski J.: Socjologia. Wielkie struktury społeczne, Lublin 1994

Turowski J.: Socjologia. Małe struktury społeczne, Lublin 1993

Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1977

Kosiński S.: Socjologia ogólna. Zagadnienia podstawowe, Warszawa 1987

Sztompka P.: Socjologia. Analiza społeczeństwa, Kraków 2002

Code: 05.9-3PES-A3-MBP2

Methodology of Pedagogical Research

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Bogaj

Educational targets: Introduce students to theoretical and all-methodological issues of research methods and techniques in social sciences, e.g., pedagogy. Provide students with the skills of proper formulating of research problems, hypotheses, setting of variables, and selecting of indicators. Teach the main construction principles of creating the research tools. Selective and critical study of pedagogical literature. Use the methodological knowledge to selection of methods, construction of tools as well as preparation of empirical research. Quantitative and qualitative analysis of collected empirical material.

Contents: Introduction to programme and basic literature of the subject. General introduction to problems and objectives of methodology. Main notions. Meaning of knowledge and methodological skills in study process, as well as teacher's and educator's profession. Layout and structure of a Master's thesis. Introduction to methodology of pedagogical research. Main concepts and types of pedagogical research. Theory in pedagogical research. Principles of pedagogical research. Research in teacher's work. Moral aspects of pedagogical research. Structure of research process in diagnostic and verification research. Research problem. Hypothesis. Variables and indicators. Definition of notions. Types of definition. Attempt to formulating of research issues, hypotheses and variables operations. Stages of pedagogical research. Analysis of subsequent actions of pedagogical research. Description of stages of pedagogical research. Selection of specimen in pedagogical research. Pilot studies. Operational model of research. Analysis of various research concepts on the basis of empirical research reports. Educational experiment. Experimental techniques. Utility of experimental research. Errors in experimental research. Quasi-experimental research. Survey method. Requirements towards survey method. Types of questionnaire items.

Techniques in survey method: questionnaire and interview. Source of errors in surveys. Observation in survey research. Types of observation. Observational techniques. Conditions and merits of proper observation. Subject of observation. Cognitive borders of observation. Creating observational schedule. Evaluation of educational effectiveness. Educational achievement tests and their usage. Types of tests and test items. Qualities of achievement tests. Construction of test. Quantitative analysis of test items. Sociometric method. Description of sociometric method. Sociometric techniques: Moreno's technique, "guess who?", friendliness and aversion poll, range arrangement technique. Description and analysis of sociometric data. Cognitive limitations to sociometric method. Attitude scale and rating scale. Likert scale, Thurston scale, Guttman's scalogram. Types of scales and their usage. Construction of scales. Errors made while evaluation. Sources of errors in evaluation. Analysis of documents. Types of documents. Methods of document analysis. Analysis of works, e.g., essays, diaries, drawings. Dialogue method. Conditions of correctness of dialogue method. Techniques of dialogue. Errors in dialogue method. Biographical method. Description of biographical method. Types of biographical method: monographic method, individual case method. Merits and drawbacks of biographical method.

Recommended reading:

Brzeziński J., Metodologia badań psychologicznych, Warszawa 2003

Dutkiewicz W., Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001

Łobocki M., Metody i techniki badań pedagogicznych, Kraków 2000

Pilch T., Bauman T., Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa 2002

Zaczyński W., Praca badawcza nauczyciela, Warszawa 1995

Code: 08.9-3PES-A4-EZA2

Professional Ethics

Number of lecture hours: 15

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Artur Skrzypek PhD

Educational targets: Present essential values in the hierarchical order, as well as norms of conduct with their interiorization. Development of own ethical attitudes, such as diligence, integrity, responsibility for own life by permanent improvement – self-education, growing to mastery in social role, innovation and creativity, development of skills of social coexistence: readiness to dialogue, tolerance, assertive educational interference, sense of responsibility for the others, for the atmosphere at work, mutual respect, trust, willingness to help the needy, care about the social good, explicit and consistent distant from all forms of pathology and all forms of moral corruption.

Contents: Ethics as a philosophical and normative discipline based on human rationality and experience which includes all issues connected to human life discussed in the aspect of its self-realisation. Ethics describes essential values (good and wrong), norms, assessments and sanctions, refers to natural law and positive law by presenting different possibilities of interpretation within selected philosophical systems. In individual aspect, ethics describes human dignity, value and sense of life, human rights, conscience, moral integrity, freedom and responsibility. In social aspect, ethics describes norms of marriage and family life (responsible parenthood), establishes norms of professional ethos, discusses the principles of social life (participation, professional solidarity, social good, and environmental protection). It also discusses pathologies of social life.

Recommended reading:

Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999

Stróżewski W.: W kręgu wartości, Kraków 1992

Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991

Styczeń T.: Wprowadzenie do etyki, Lublin 1993

Code: 09.1-3PES-A5-JO1,2,3,4

Foreign Language

Number of blackboard classes: 120

Assessment: credit (blackboard classes)+examination

Contents Coordinator of German course: K Łuczyński PhD

Language of instruction: Polish and German

Educational targets: Speak German within the thematic of everyday life and student's closest environment. Develop active (speaking, understanding) and passive (reading and writing) language competence. Broaden the scope of vocabulary and phraseology. Ability of asking questions, and answering questions. Ability of expressing opinions and taking a stance on heard opinions. Introduction to use literature in the respect of educational needs as well as own interests. Ability of reading, understanding and translating of simple texts on pedagogy.

Contents: Information about bans and dictates, description of course of a day, housing offers, description of housing conditions, hotel reservations, getting information, asking for way and giving such information. Outline description of German-speaking countries: borders, capitals, communication, neighbours, German unification, problems after unification. The European Union – benefits for Poland, possible drawbacks of accession. Generation gap. Treats of diseases associated with the progress of civilisation. Unemployment. Problems of education of youth – treats of addictions (drugs, alcohol etc.). Influence of media on development and formation of attitudes of the youth.

Recommended reading:

Themen Neu, część I i II, książka i ćwiczeniówka.

Grammatik? Kein Problem.

Rostek Ewa Maria. Repetytorium tematyczno-leksykalne. Cz. I i II, Bagros, 1995.

Kasety magnetofonowe do I i II części podręcznika.

Contents Coordinator of Russian course: M Grządziela MA

Language of instruction: Polish and Russian

Educational targets: Develop skills of proper use of Russian language in everyday situations.

Present vocabulary connected with participation in cultural life, as well as future profession.

Develop skills of reading, understanding and translating of simple texts on pedagogy. Use linguistic skills in contacts with people from Russian-speaking countries.

Contents: Students and their surrounding (family, friends, university, students' life, and interpersonal relations). Description of appearance. Forms of cultural life (cinema, theatre, museum, and exhibition). Interests (sport, film, book, travelling and other hobbies). Everyday life (science, shopping, services, illnesses). Human psyche (feature of character, personality). Branches and methods of psychology. Modern youth's treats (alcoholism, drug addiction, and violence). Generation gap. Social problems in modern the world (e.g., unemployment, crime).

Recommended reading:

Fidyk M., Skup-Stundis T.: Nowe repetytorium z języka rosyjskiego, Wydawnictwo Naukowe PWN, Warszawa 1999

Wierieszczagina I., Davajtie pogovorim... Teksty z życia codziennego z dialogami. WSiP, Warszawa 1995

Pado A.: Czytaj, piszi, govori! Podręcznik do języka rosyjskiego dla pierwszego roku filologii rosyjskiej i lektoratów, WSiP, Warszawa 1997

Contents Coordinator of English course: A Poniewierska MA

Language of instruction: Polish and English

Educational targets: Students develop communication skills in various everyday life situations and language skills through use of different exercises and additional materials. Introduce students to

educational systems, everyday life, and customs and culture of Anglo-Saxon countries. Develop vocabulary connected with everyday life, as well as basic vocabulary about various categories with the main emphasis on pedagogical issues, connected with family life, social life. Vocabulary connected with the use of new technologies. Develop language competence through consolidation of learnt grammar structures and learning new structures.

Contents: Free time, sports, information about oneself, description of likings and feelings, description about past experiences, giving advice. Educational systems in Great Britain and USA, methods of effective learning of foreign languages. Polite phrases in various situations of everyday life, phrases used during language courses. Description of people – description of a suspect. Holiday plans (+ writing a postcard). Ambitions, dreams and plans. Interview with a famous person. World geography – geographical names and use of definite articles. Doing shopping in a department store – discussion about the change in a way of doing shopping. Account of an accident. The most important things of life – interests. Suggestions of problem solving – planning a trip. Application for a job, and an interview; description of people of various professions. Description of family members and relations between them. Description of a room, designing a workplace, technology. Using money. People of politics, religion and public life. What would happen if...? Filling a form. Designing a website to promote places worth visiting in a region. Problems of pollution and protection of environment. Customs connected with holidays (Halloween, Guy Fawkes' Day, Christmas, New Year's Day, Saint Valentine's Day, and Easter). Grammar issues: general and detailed questions; Present Simple Tense; Past Simple Tense; verbs "have to/must/can" in description of obligations, bans and orders; "should/shouldn't" – giving advice; Present Continuous Tense – expression of present and future; participle adjectives: -ing forms for qualities and -ed forms for feelings; comparison of Present Perfect Tense and Past Simple Tense – past vs. present; definite and indefinite articles; first conditional; expressing past – "used to"; Past Continuous Tense – past background of events; Gerund forms; "like" vs "would like" for likings; Passive Voice; *that*-clauses and *wh*-clauses; Present Perfect Simple Tense and Present Perfect Continuous Tense – "unfinished past"; Past Perfect Tense; reported speech, second conditional.

Recommended reading:

Basic Grammar in Use. Reference and practice for the students of English. R. Murphy, Cambridge Univ. Press, Cambridge 1993

English Puzzles. D. Case, Heinemann, Oxford 1990

English Vocabulary in Use. S. Redman, Cambridge Univ. Press, Cambridge 1997

English Grammar in Use. R. Murphy, Cambridge Univ. Press, Cambridge 1994

No Problem with English. B. Brandys, "ATI", Bielsko-Biala.

Contents Coordinator of French course: Teresa Korduba MA

Language of instruction: Polish and French

Educational targets: Reach the level of speaking French that enables efficient communication in everyday life situations; develop all language skills (reading, writing, understanding of speech, understanding the written text).

Contents: Grammar structures used to expressing basic opinions in present, future and past tenses; developing vocabulary connected with everyday life; developing writing skill to apply for a job; filling a form; writing short advertisements; customs and culture of Francophonic countries.

Recommended reading:

Espaces (I, II) – Wydawnictwo Naukowe PWN – teksty i nagrania

Testez votre franais – Hanna Uzar

Francais – Repetytorium tematycznie – leksykalne – Mariusz Skoraszewski

Sylabus (2002 – 2005)

Subject to select:

Code: 05.9-3PES-A6-PWNP5

Foundations of Innovative Teaching Methods

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes) + examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Zdzisław Ratajek, Małgorzata Kwaśniewska PhD

Educational targets: Present scientific (methodological, philosophical and technological) innovative processes in various fields of science and practice. Present social conditions and trends of development of mankind in the perspective of the 21st century. Present new challenges of pedagogy. Need of teachers' collaboration in a direct contact with the subject of education in order to create pedagogy. Develop students' activity and show the areas where there is a special need for innovative teaching.

Contents: Innovation, essence of innovation, basic notions, progressive processes of pedagogy in the 21st century, psychological bases of creativity in the light of psychodynamic, behavioural, and humanistic orientation, and philosophical bases of creativity in: Positivism, Phenomenology, Personalism; postmodernist philosophical perspective and problems of modern education. Teacher's self-consciousness. New areas of pedagogical reflection. Modern understanding of practice.

Recommended reading:

Bauman Z., *Wieloznaczność nowoczesna nowoczesność wieloznaczna*, Warszawa 1995

Giza T., *Przygotowanie studentów do twórczej pracy pedagogicznej*, Kielce 1999

Szuksta M., Mendel M., *Współczesne tendencje w nauczaniu inspirowane metodami M. Montessori*, C.

Freineta, R. Steinera, Płock 1995

Russakowska D., *W stronę edukacyjnego dyskursu nowoczesności*, Warszawa 1995

Gordon T., *Wychowanie bez porażek*, Warszawa 1997

Code: 16.1-3PES-A7-WF1,2,3

Physical Education

Number of classes: 60

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Rafał Pawłowski MA

Educational targets: Develop and consolidate prohealth and prosomatic attitudes and habits.

Ensure optimal development of every student's physical fitness and motor abilities in connection to their physical and health capabilities. Complete students' interests and needs in sport, tourism and recreation. Use the values of physical education, sport and tourism to recreational education. Take actions in order to develop academic sport, and sport competition. Conduct tests of physical fitness in order to students' assessment and self-control of it. Education of sport and tourism organisers as a future staff for needs of physical culture.

Contents: Realising the importance of physical activity in human life; influence of physical effort on selected systems; rules of hygienic lifestyle; knowledge of exercises developing proper posture; selected forms of physical activity necessary in health training and recreation; participation in various physical activities and selected optional classes, trainings, competitions, tourist and recreational activities, and camps.

Group B Basic courses

Code: 12.9-3PES-B8-AU1

Auxology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Jopkiewicz

Educational targets: Expand students' knowledge of main health problems of children, youth, as well as adults and the old. Learn the basic rules of auxological diagnostics.

Contents: Learning the aims and objectives of auxology. Discussing main health problems of Polish society, issues of social diversification of physical development of children and youth in Poland as well as tendencies of transformation, its causes and results. Disorders of growing and maturing as well as selected health problems of the stage of pubescence. Methods of controlling, and norms of children and youth's development, and main rules of diagnostics of development as well as methods of assessment of functional development of human being.

Recommended reading:

Doleżych B., Łaszczycza P. (red.), Biomedyczne podstawy rozwoju z elementami higieny szkolnej, Toruń 2004.

Jopkiewicz A. (red.), Auksologia a promocja zdrowia, Kielce, t.1, 1997, t. 2, 2000, t. 3, 2004.

Jopkiewicz A., Suliga E., Biomedyczne podstawy rozwoju i wychowania, Radom-Kielce 2005.

Kopczyńska-Sikorska J. (red.), Diagnostyka rozwoju dzieci i młodzieży. „Biblioteka Pediatrii” Nr 12, Warszawa 1980.

Malinowski A., Auksologia. Rozwój osobniczy człowieka w ujęciu biomedycznym, Zielona Góra 2004.

Mięsowicz I. (red.), Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości, Warszawa 2001.

Wolański N., Koziół R. (red.), Ocena rozwoju dzieci w zdrowiu i chorobie, Warszawa 1987.

Code: 08.3-3PES-B9-HW1,2

History of Education

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Waldemar Firlej PhD

Educational targets: The aim of this course is to present the historic development of pedagogical thought and changes in the organisation, structure and function of educational institutions in Poland and the world. While teaching the subject the emphasis should be put on the educational ideals in different periods. Study of History of Education should contribute to forming the pedagogical culture of future teachers and educators as well as preserving the most important educational values, increasing of it and handing down to next generations.

Contents: History of education as a science; its place among pedagogical and historical sciences. Subjects of interest of history of education. The main representatives of history of education in Poland. The main sources and studies for history of education. Achievements of philosophical and pedagogical thought as well as of education in ancient Greece and Rome; their influence on development of European culture and civilisation. Educational ideals and organisation of education in the Middle Ages: Christianity and achievements of pedagogical thought and education of antiquity; upbringing in pedagogical thought of Christian philosophers; the Carolingian Renaissance; state education; development of medieval education; medieval universities; role of the Church in Renaissance Europe. Significance of the Reformation for education. Pedagogical thought and education in Renaissance Poland. Reform of the Roman Catholic Church after the Council of Trent. Jesuit and Piarist education. The main trends of European pedagogical thought in the 17th and 18th centuries and its representatives: J A Komeński, J Locke, and J J Rousseau. Educational system in the Commonwealth in the 17th and the 1st half of the 18th century and aspiration to its reform: educational activity of S Konarski and The Knight's School in Warsaw. Establishment, activity and meaning of Commission for National Education. European pedagogical thought of the

19th century and its main representatives: F Herbart, H Spencer. Educational policy of partitioners on Polish lands in the 19th century. Polish pedagogical thought and educational system. Defence of Polish culture and national identity: role of Catholic Church and family. Pedagogical ideas of new education and its representatives. Reconstruction, development and achievements of education in the period of Second Republic: integration of education, universal education, development of education on different levels, achievements of Polish pedagogical thought, Polish schools against a background of European schools. Educational policy of invaders during The world War II. Organisation and range of clandestine classes and underground education.

Recommended reading:

Kurdybacha Ł. (red.), Historia wychowania, t.1-2, Warszawa 1967-1968

Miąso J. (red.), Historia wychowania. Wiek XX, cz.1-2, Warszawa 1981

Bartnicka K., Szybiak I., Zarys historii wychowania, Warszawa 2001

Kot S., Historia wychowania. Zarys podręcznikowy, t.1-2, Lwów 1934, wyd.2, Warszawa 1996

Krasuski J., Historia wychowania. Zarys syntetyczny, Warszawa 1989

Możdżeń S., Zarys historii wychowania, cz.1-3, Kielce 1992-1995; wyd.2, Zarys historii wychowania, cz.1: [do roku 1795], Kielce 1999

Możdżeń S., Historia wychowania 1795-1918, Kielce 2000

Możdżeń S., Historia wychowania 1918-1945, Kielce 2000

Wołoszyn S., Dzieje wychowania i myśli pedagogicznej w zarysie, Warszawa 1964

Wołoszyn S., Nauki o wychowaniu w Polsce w XX wieku, wyd. 2 poszerzone, Kielce 1998

Wroczyński R., Dzieje oświaty polskiej 1795-1945, Warszawa 1980

Wroczyński R., Dzieje oświaty polskiej do 1795 r., Warszawa 1983

Code: 05.4-3PES-B10-WP1

Introduction to Pedagogy

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Krystyna Duraj-Nowakowa

Educational targets: Introduce students to academic culture of pedagogy through presentation of diversity as well as unity of methodological and theoretical research by connection of traditional approach and modern critical orientations and trends within the field of pedagogical sciences. Evolve from stereotypical and common thinking to scientific and critical thinking. Equip students with the knowledge and ability to critical analysis that will be the basis for students' individual and creative search for pedagogy with the consciousness if its rational principles and consequences. Help students (future teachers and educators) to discover and develop their own concept of pedagogy, and pedagogical visions and preferences. Guide students to critical and reflective enrichment and creation of their own individual pedagogical style. Realise practical use of pedagogy in the process of affirmation of ideas and values, in organisation of educational structures, and search of possibilities of minimalization of treats for education.

Contents: Origins, subject, structure and objectives of pedagogy. Main fields and subdisciplines of pedagogy. Historical process of development of different types of pedagogical knowledge and their modern status and usefulness. Place of pedagogy in the system of sciences. Philosophical and psychological foundations of pedagogy. Modern methodological status of pedagogy and its changes. Modern changes in pedagogical practice. Development as an educational target in the light of main educational ideologies. Education as a process of individual identity acquisition throughout the lifetime. Educational system as a system of universal and permanent education. Personal, social and professional formation of a teacher within the civilisation of the end of the 20th century. Components of educational process from the pedagogical perspective. Educational processes. Education as a socially prescriptive form of culture transfer. Educational environment: a family, school and class. Educational and didactic failure of children and youth. Personal growth as an

objective of education. Issues of modern treats toward children and youth.

Recommended reading:

Jaworska T., Leppert R. (red.), Wprowadzenie do pedagogiki. Wybór tekstów, Kraków 1996

Kunowski S., Podstawy współczesnej pedagogiki, Warszawa 1993

Matyjas B., Ratajek Z., Trafialek E., Orientacje i kierunki w pedagogice współczesnej. Zarys problematyki, Kielce 1997 (rozdz. 1-4)

Śliwerski B., Kwieciński Z. (red.), Pedagogika: podręcznik akademicki, Warszawa 2003 (t. I)

Wołoszyn S., Nauki o wychowaniu w Polsce w XX w., Warszawa 1993 (lub Kielce 1998)

Code: 05.7-3PES-B11-TPW3

Theoretical Foundations of Upbringing

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Monika Kardaczyńska PhD

Educational targets: Introduce students to the essence of theory of upbringing, discourse and dispute, structures of the theory of upbringing, basic notions and research areas. Active study of the literature on theory of upbringing with the emphasis on diversified concepts of education and theoretical descriptions of education process, aims, forms, methods, and educational devices. Introduce to open thinking about upbringing and discussion, critic of theory and didactic activity, trials of creative presentation of teacher's role as well as designing of educational activities.

Contents: Cognitive and research areas of the theory of upbringing. Upbringing as an intentional educational process. Upbringing situations as elements of educational process. Intentionality of upbringing – teleology of upbringing. Fundamentals of purpose of upbringing and sources of educational aims. Subjectivity of upbringing. Main fields of upbringing and their integration (moral, mental, aesthetic). System of education at school. Main educational methods: rewards, punishment, example, persuasion and task method. “Waking” children by dialogue in educational conversation. Eristic and negotiation in upbringing. Methodology of transanalysis. Pupils' school games. Personality of a teacher. Pedagogical competence of a teacher. New perspective of teacher training: “through dialogue to dialogue” training. Educational activity planning and curricula designing. Upbringing activity and aiming at self-education.

Recommended reading:

Górniewicz J.: Teoria wychowania (wybrane problemy), Toruń-Olsztyn 1995

Konarzewski K.: Podstawy teorii oddziaływań wychowawczych, Warszawa 1982

Łobocki M.: ABC wychowania, Warszawa 1992

Łobocki M.: Teoria wychowania w zarysie, Kraków 2003

Radziewicz J.: O planowaniu pracy wychowawczej, Warszawa 1989

Schulz R.: (oprac. i wybór.). Antropologiczne podstawy wychowania, Warszawa 1996

Code: 05.1-3PES-B12-PDO3

Foundations of General Didactics

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+oral examination

Language of instruction: Polish

Contents Coordinator(s): Sławomir Koziej PhD, Mariola Wojciechowska PhD

Educational targets: Give students specific knowledge about practical activities. Provoke them to critical reflection in accordance with taking decisions in planning and realisation of didactic process.

Contents: Subject and objectives of didactics. Didactics as a science; methods of didactic research.

Basic didactic terms: teaching, learning, upbringing, education etc. Didactic systems. Educational aims and contents. Process of instruction. Structural reform and curriculum reform of educational system in Poland. Teaching principles. Methods of teaching and learning. Didactic devices. Organisation of teaching process. Programmed instruction. Educational software. Control and evaluation in educational process. Determinants of school success and failure.

Recommended reading:

Bereźnicki F., Dydaktyka kształcenia ogólnego, Kraków 2001

Kruszewski K. (red.), Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich, Warszawa 1991

Kupisiewicz Cz., Dydaktyka ogólna, Warszawa 2000

Okoń W., Wprowadzenie do dydaktyki ogólnej, Warszawa 1996

Półturzycki J., Dydaktyka dla nauczycieli, Toruń 1997

Code: 14.4-3PES-B13-WPS1

Introduction to Psychology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Aleksander Gorbatkow PhD

Educational targets: General objective: create students' bases of development of psychological aspects of professional and pedagogical thinking and psychological components of professional knowledge, skills and habits. Research objectives: a) introduce notions necessary for building knowledge of general regularities of psychic functions of human being; b) make students aware of the fact that general regularities of psychic functions may be modified by age, sex, and other individual qualities of the individual. Practical objective: develop abilities to use theoretical knowledge to solve problems typical for pedagogical work. Educational objective: inspire sensitivity towards the other people considering their dissimilarities connected with genetic or cultural determinations etc.

Contents: Place of psychology within the system of sciences. Scientific psychology and its development before science. Theoretical and practical psychology. Main trends and concepts of psychology. Methods of psychological research. Structure and functions of psyche. Structure and functions of cognitive processes. Structure and functions of emotional and motivational processes. Structure and functions of basic actions. Individual differences. Temperament; selected theories and typologies of temperament. Intelligence; selected theories and typologies of intelligence.

Recommended reading:

Strelau J. (red.): Psychologia, T. 1, 2. Gdańsk, 2000

Tomaszewski T. (red.): Psychologia ogólna, T. 1, 2, 3, 4. Warszawa, 1992, 1995

Włodarski Z., Matczak A.: Wprowadzenie do psychologii. Warszawa, 1987, 1992

Zimbardo P.G.: Psychologia i życie, Warszawa, 2002

Szewczuk W. (red.): Encyklopedia psychologii, Warszawa, 1998

Code: 14.4-3PES-B14-PSRO2

Psychology of Development and Personality

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Barbara Braun PhD

Students are obliged to complete this course before taking the course in General Psychology.

Educational targets: Psychology of Development and Personality is a course from group of basic courses. Its aim is to prepare the system of notions necessary to build the knowledge of developmental changes in psychic actions of human being during the lifetime and of determinants of those changes.

Contents: Essence of development. Determinants of development. Cognitive development: perception, memory, and thinking. Emotional development: emotions as processes connected with body, congenital and learnt emotional reactions, and development of particular emotions. Social development: social interactions, leaning of social roles, compound social behaviour: prosocial and aggressive behaviour. Moral development: learning of moral values, meaning of identification process, and connection of cognitive development with moral development – theories of J Piaget and L Kohlberg. Development of personality: development of one's self – self-knowledge and identity, self-esteem, sense of creation. Gender identity. E Erikson's theory of psychosocial development as an example of theory grown from dynamic trend. Models of adult personality. Description of stages of development: prenatal period, infancy, early childhood, preschool age, early school age, pubescence, adolescence, adulthood, and old age.

Recommended reading:

Przetacznik-Gierowska M., Tyszkowa M., Psychologia rozwoju człowieka t.1, PWN, Warszawa 1996
Harwas-Napierała B., Trempała J. (red.), Psychologia rozwoju człowieka. t.2 i 3, PWN, Warszawa 2003
Vasta R., Haith M.M., Miller S.M., Psychologia dziecka. WSiP Warszawa 1995
Turner J.S., Helms D.B., Rozwój człowieka, WSiP, Warszawa 1999

Code: 14.2-3PES-B15-SW5

Sociology of Upbringing

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Maria Sroczyńska PhD

Educational targets: Introduce students to selected subjects of sociological interpretation of phenomena connected with upbringing of human being. Show practical aspects of connection between social communication and quality of life in the globalizing world.

Contents: Place of sociology of upbringing in the structure of social sciences; connections between this subdiscipline and pedagogy; prospects of its development. Problems of structure and functions of educational institutions. Processes of socialisation in social micro- and macrostructures. Influence of culture, changed by globalisation processes, on shaping of individual identity. Selected aspects of social presence of axionormative systems (e.g. religion) and their role in socialising and upbringing processes.

Recommended reading:

Znaniński F., Socjologia wychowania, t 1 i 2, Warszawa 1973
Borowiak A., Szarota P. /red./, Tolerancja i wielokulturowość. Wyzwania XXI wieku, Warszawa 2004
Tillmann K.J., Teorie socjalizacji. Społeczność, instytucja, upodmiotowienie, Warszawa 1996
Mariański J., Wprowadzenie do socjologii moralności, Lublin 1989
Meighan R., Socjologia edukacji, Toruń 1993
Mielicka H. /red./, Socjologia wychowania. Wybór tekstów, Kielce 2002
Feinberg W., Soltis J.F., Szkoła i społeczeństwo, Warszawa 2000
Gries H.M.e, Socjologiczne teorie młodzieży – wprowadzenie, Kraków 1996
Mariański J., Wprowadzenie do socjologii moralności, Lublin 1989
Piwowski W., Socjologia religii, Warszawa 1996
Sztompka P., Socjologia. Analiza społeczeństwa, Kraków 2002
Sztompka P., M. Kucia, Socjologia. Lektury, Kraków 2005
Buchner-Jeziorska A., M. Sroczyńska /red./, Edukacja w cywilizacji XXI wieku, Kielce 2005

Code: 05.9-3PES-B16-PSP2

Social Pedagogy

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Elżbieta Trafiałek PhD

Educational targets: Introduce students to problems of functioning of different types of educational environment, of social determinants and dysfunctions of various types of social activity. Shape social thinking and understanding the meaning of social dialogue.

Contents: The origins and conditions of establishment of social pedagogy in Poland and the world. Profiles of precursors and representatives of the science. Principles of methodology of social pedagogy and usage of particular research procedure in diagnosing various educational environments. Issues of environmental determinants of educational processes. Analysis of conditions enabling the fulfilment of developmental needs of human being in all stages of life and in various situations. Presenting of wide extra-institutional areas shaping personality and qualities of lives of individuals and social groups, with the particular emphasis on the perspective role of local environment.

Recommended reading:

Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980

Wroczyński R.: Pedagogika społeczna, Warszawa 1985

Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995

Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001

Przeclawska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

Code: 05.9-3PES-B17-PPR2

Labour Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Zdzisław Stoliński PhD

Educational targets: Show the place and meaning of work in people's lives. Show the methods of preparing children and youth to labour activity. While participating in the classes, students will gain skills in active interpersonal communication.

Contents: Notion, subject and objectives of labour pedagogy. Man – education –work as the basic reference systems in labour pedagogy. Theoretical and methodological bases of labour pedagogy; labour pedagogy among pedagogical sciences and labour sciences; research areas of labour pedagogy; pre-professional training, pro-vocational education, vocational education, permanent education, in-service education, stages of professional development and professional promotion (e.g., in teaching profession), labour vs. choice of profession: vocational guidance, diagnosing and shaping general usefulness of worker, active job-hunting, shaping one's career: art of presentation, negotiation and interpersonal communication; education vs. problems of unemployment: social and pedagogical consultancy.

Recommended reading:

Kwiatkowski S. M., Symela K. (red): Standardy kwalifikacji zawodowych. Teoria metodologia projekty, Warszawa 2001

Kwiatkowski S. M.: Kształcenie zawodowe. Dylematy teorii i praktyki, Warszawa 2001

Bogaj A.: Relacje między kształceniem ogólnym a zawodowym. Kwiatkowski S.M. (red), Kształcenie zawodowe w warunkach gospodarki rynkowej. Warszawa 1994

Nowacki T.: Podstawy dydaktyki zawodowej, Wydanie 4, Warszawa 1983

Pietrasieński Z.: Podstawy psychologii pracy, Warszawa 1971

Group C Major Subjects

Code: 12.7-3PES-C18-EZ5

Health Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Bożena Zawadzka PhD

Educational targets: Increase students' interest in health problems and support their actions within the scope of identification and solution of own health problems, improvement of own health, and of individual and social development, as well as health care of the others and creation of healthy physical and social environment. Prepare future teachers and educators to teach the education path of Health Education in reformed school on every level of education, as well as working with other social groups in scope of health education.

Contents: Health as the essential notion of health education. Main health problems and methods of prophylaxis. Theoretical and methodological bases of health education. Health promotion. Personal and environmental hygiene. Safety – accidents, injuries and poisoning prevention. Balanced diet. Physical activity. Selected aspects of mental health. Selected aspects of human sexuality. Psychoactive substances usage. In educational contents of the course the main emphasis is put on positive health and issues directly concerning students – young people, who are the main group of addressees of the course.

Recommended reading:

Charzyńska-Gula M., (red.), Środowiskowy program wychowania zdrowotnego w szkole podstawowej i ponadpodstawowej, Lublin 1997

Demel M., Pedagogika zdrowia, Warszawa 1980

Woynarowska B., Sokołowska M., Jak tworzymy szkołę promującą zdrowie, Warszawa 1993

Woynarowska B., Zdrowie i szkoła, Warszawa 2000

Karski J. B., Promocja zdrowia, Warszawa 1995

Code: 05.6-3PES-C19-PAS5

Social Pathologies

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Rev. Prof. Dr habil. Jan Śledzianowski, Marta Wilk PhD

Educational targets: Introduce students to forms, etiology, phenomenology and social effects of social pathologies as well as prophylactic, therapeutic and rehabilitative possibilities in conditions of modern reality.

Contents: Introduction to theory and notions of modern social pathologies. Abnormalities and disturbances that pose a threat to modern people (e.g., crisis of values, debasement of moral values, growing hostility, lack of sense of security, difficulties in fulfilment of material and psychosocial needs, social callousness, social solitude of a modern man). Introduction to individual forms of social pathologies, which have always concerned people, such as: addiction to toxic substances, crime, prostitution, suicide, aggression, and poverty. Presenting the other forms of social pathologies, which appeared while development of civilisation, e.g., television addiction, internet addiction, shopping addiction, workaholism; unemployment.

Recommended reading:

Śledzianowski J., Uzależnienia wśród młodzieży szkolnej, Wyd. Akademii Świętokrzyskiej, Kielce 2004.
Śledzianowski J., Wychowanie wobec przemocy, Wyd. Karad, Kielce 2004.
W służbie dziecku, Tom I; II; III, pod red. J. Wilka, Wyd. KateDry Pedagogiki Rodziny KUL, Lublin 2003.
Uwarunkowania i wzory marginalizacji społecznej współczesnej młodzieży, pod red. Wł. Kubika i B. Urbana, Wyd. „Ignatianum” Uniwersytetu Jagiellońskiego- Instytut Pedagogiki, Kraków 2005.
Zjawiskowe Formy patologii społecznych oraz profilaktyka i resocjalizacja współczesnej młodzieży, pod red. Sołtysiak T. i Sudar- Malukiewicz J., Wyd. Akademii Bydgoskiej, Bydgoszcz 2003.
Pospiszyl I., Ofiary chroniczne, Wyd. Akademii Pedagogiki Specjalnej, Warszawa 2003.
Cekiera Cz., Rzyzko uzależnień, Wyd. Towarzystwo Naukowe KUL, Lublin 1994.
Zagrożenia w wychowaniu i socjalizacji młodzieży oraz możliwości ich przewycięzania, pod red. T. Sołtysiak, Wyd. Akademii Bydgoskiej, Bydgoszcz 2005.
McWhirter J. J. i inni, Zagrożona młodzież, Wyd. PARPA, Warszawa 2001

Code: 15.0-3PES-C20-ME2

Media in Education

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Stefan Krawczyk MA

Educational targets: Introduce students to rules of operation and usage of didactic technical devices; present techniques of using those devices in didactic process; inform students about new media (which have not yet been used in Polish schools or educational institutions); show possibilities of multimedia computer in didactic process; introduce students to various techniques of making didactic materials to visual and audio-visual presentation, with careful consideration of digital technique.

Contents: Presentation in communication process. Methods and ways of sound recording: analog (magnetic and mechanical) and digital (compact disc, MiniDisc). Analog systems of recording of television signal (VHS, SVHS, Hi-8). Digital systems of recording of television signal (mini DV, digital-8, DVD, DVD+RW). Digital recording of static image in computer (photo-CD) and in digital camera (memory card - Memory Stick, SD, CF). DVD – digital high-definition recording of audio and video files. Home cinema - Dolby Prologic, Dolby Digital, DTS. Multimedia projectors - LCD, DLP, CRT. Multimedia computer usage to making didactic materials: video montage, audio-visual presentations, designing and printing of transparencies.

Recommended reading:

Gajda J., Juszczyk S., Siemieniecki B., Wentka K., Edukacja medialna, Toruń 2002
Goban-Klas T., Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu, Warszawa 1999
Łasiński G., Sztuka prezentacji, Poznań 2000
Bogaj A., Kwiatkowski S.M., Infrastruktura medialna szkół, Warszawa 2000
Kwartalnik "Edukacja medialna"

Group D Specialised Courses

Code: 11.1-3PES-D21-PM3

Basics of Maths

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): E Kopeć PhD

Educational targets: Learn, systematize and advance the understanding theoretical basics of school mathematics within the base curriculum for the general education on the first level of education (sets and relations, numbers and operations, figures and measures). Learn in practice the fundamental mathematical methods used to research everyday life situations by solving tasks of different levels of difficulty. Introduce students to creation, description and definition of notions, and detection, test and justification of theorems. Development of skills to proper use of mathematical language: in words, graphics and symbols (on various levels of formalisation, adapted to the educational level), models and drawings.

Contents: Notions of: set, relation, domain, counterdomain of the relation, graph, function of one variable as an example of relation, natural numbers, rational numbers; propaedeutics of science about fractions, main notions of geometry, and notion of measure.

Recommended reading:

Kucharczyk S., Podstawy nauczania początkowego matematyki, Warszawa 1996

Sawicki T. (red.), Matematyka, Opole 1997

Semadeni Z.(red.), Nauczanie początkowe matematyki, Warszawa, t. 2, 1984, t. 3, 1985, t. 4, 1988

Semadeni Z., Matematyka współczesna w nauczaniu dzieci, Warszawa 1979

Siwek H., Czynnościowe nauczanie matematyki, Warszawa 1998

Code: 03.2-3PES-D22-ZU1,2

Music

Number of tutorials: 60

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Szypułowa

Educational targets: Develop students' creative and reconstructive, creative and perceptual skills in order to enable conducting music lessons in preschool and early school education.

Contents: Development of skills of proper intonation of child songs, basics of play on the school music instruments, ability of reading notes using solmisation, and playing instruments using letter names of sounds, fundamental music and motion skills, and creating and listening to music. Music exercises and games with use of rhythmic values and basic rhythmic groups in paired and unpaired metre. Inhibitative-icitative exercises and music and motion correlation games.

Recommended reading:

Szypułowa I., Zajęcia umuzykalniające, Kielce 1992

Szypułowa I., Śpiewnik szkolny, Kielce 1992

Stasińska K., Instrumentarium Orffa w szkole, Warszawa 1986

Stasińska K., 120 lekcji muzyki w klasach 1-3, Warszawa 1995

Smoczyńska-Nachtman, U., Muzyka dla dzieci, Warszawa 1992

Code: 05.9-3PES-D23-PRZ3

Preschool Pedagogy

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): E Zyzik PhD, M Kwaśniewska PhD

Educational targets: Present theoretical bases of practical educational and didactic actions in kindergarten with connection to psychological and biomedical research as well as modern didactic solutions. Emphasise integral character of preschool education, arranging different contents in specific forms of work with children. Connection of achievements of psychological and pedagogical sciences with practical achievements of preschool education.

Contents: Introduction to programme structure of preschool education within the areas of: society,

environment and culture. Development of ability of organising the educational process in a kindergarten. Training towards abilities of adapting tasks to pupils' possibilities and interests; creating proper conditions for individual speed of work; developing pupils' knowledge and interests; developing competence to creating situations to enable pupils' self-knowledge. Using various forms and methods of educational work in a kindergarten.

Recommended reading:

Kwiatkowska M. (red.), Podstawy pedagogiki przedszkolnej, Warszawa 1985
Guz S., Edukacja przedszkolna w okresie przemian, Warszawa 1995
Ratajek Z., Z zagadnień wychowania i kształcenia dzieci 6-letnich, Kielce 1994
Brzezińska A., Czuba T., Dziecko w zabawie i świecie języka, Poznań 1995
Zwiernik M., Alternatywa w edukacji przedszkolnej, Wrocław 1996

Code: 05.9-3PES-D24-MWP3,4

Methodology of Preschool Integrated Education

Number of blackboard classes: 60

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): E Zyzik PhD, M Kwaśniewska PhD

Educational targets: Present theoretical bases of practical educational and didactic actions in kindergarten with connection to psychological and biomedical research as well as modern didactic solutions. Emphasise integral character of preschool education, arranging different contents in specific forms of work with children. Connection of achievements of psychological and pedagogical sciences with practical achievements of preschool education.

Contents: Introduction to pedagogical literature on methodology of preschool teacher's work within the areas of: society, environment, art and culture. Developing the abilities of organising educational process in a kindergarten. Training towards adapting tasks to pupils' needs, capabilities and interests. Develop executive competence of taking pedagogical actions, developing pupils' interests and knowledge. Developing abilities of using various forms and methods of preschool educational work. Pedagogical reflection on every child's good.

Recommended reading:

Kamińska K., Nauka czytania dzieci w wieku przedszkolnym, Warszawa 1999
Dmochowska M., Zanim dziecko zacznie pisać, Warszawa 1991
Fiedler M., Matematyka już w przedszkolu, Warszawa 1991
Brzezińska A., Czuba T., Dziecko w zabawie i świecie języka, Poznań 1995
Zieloną ścieżką, Edukacja ekologiczna, Przewodnik dla nauczyciela, Warszawa 1996

Code: 05.9-3PES-D25-SPP4

Midyear Training in Kindergarten

Number of tutorials: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): E Zyzik PhD, M Kwaśniewska PhD

Educational targets: Students training derives from the curriculum and has the aim to introduce students to practice use of their knowledge of pedagogy and methodology of preschool integrated education. Training is strictly connected with the Methodology of Preschool Integrated Education course.

Contents: Introduction to a kindergarten, its administrative and pedagogical base, its documentation and uniqueness of work with various age groups. Developing of students' predispositions to conduct integrated classes in all educational areas. Presenting the programme

structure of the contents of all thematic areas. Developing students' abilities to organise educational process, create the positive atmosphere among children; and creating the conditions for pupils' individual development.

Recommended reading:

Chanvel D., Casanova A., Podręcznik przedszkolanki. Grupa młodsza i średnia, Warszawa 1998

Lipina S., Kształtowanie pojęć u dzieci w wieku przedszkolnym, Warszawa 1984

Bogdanowicz Z., Zabawy dydaktyczne dla przedszkoli, Warszawa 1990

Duraj-Nowakowa K., Tematy systemowe w przedszkolu. Geneza i założenia, planowanie, przykłady, Kraków 1997

Łada-Grodzicka A., Przewodnik metodyczny ABC sześciolatka, Warszawa 1999

Code: 05.9-3PES-D26-WCZ3

Primary School Education

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Lidia Pawelec PhD

Educational targets: Connect traditional approach with the latest modern orientations and trends. Introduce students to theoretical knowledge of primary school education, which should be used in practice. Provoke critical reflection on decision taking process in planning and realisation of didactic process in early school education. Help students (teachers and educators) to discover and realise own pedagogical vision of integrated education as well as individual pedagogical and educational views and preferences.

Contents: Development of primary school education as a science; methodological orientations, modern trends if innovation of early school education, educational contents, choice and structure of educational contents, types of lesson, issues of educational work, stimulation of cognitive development, prescriptive image of a teacher, problems of efficiency of early school education.

Recommended reading:

Adamek I., Podstawy edukacji wczesnoszkolnej, Kraków 1997

Duraj-Nowakowa K., Integrowanie edukacji wczesnoszkolnej, Kraków 1998

Wiechowski R., Pedagogika wczesnoszkolna, Warszawa 1993

Roszkowska-Przetacznik M., Wtorkiewicz L., Ocenianie opisowe – diagnoza i motywacja, Kraków 2000

Stasica J., Pierwsze dni w szkole uczniów klasy pierwszej (konspekty zajęć), Kraków 2000

Code: 05.9-3PES-D27-EPL4

Integrated Primary School Education in Polish Education

Number of lecture hours:30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Irena Stańczak PhD, Elżbieta Zyzik PhD

Educational targets: Effective learning and solving of cognitive and realizational problems, collaboration and work in a group. Introduction to methodological knowledge of Polish education. The essence of the course is to base the education on students' activity and independence while broadening knowledge and their natural curiosity and creativity. Training students in Polish education is understood as a process of inspiring and supporting individual development to particular, more or less accepted, aims.

Contents: Gaining wide knowledge of methodology of Polish education on the grounds of curriculum; using cognitive strategies and methodologies course of action in work with pupils of grades 1-3; student's ability to use techniques of effective learning; ability of planning and

organising own methodological work with pupils' team; ability of using various sources of information (e.g., the Internet); ability of evaluation of own work (self-evaluation); ability of noticing, defining and solving problem situations; predicting the results of own actions; ability of working for the others and cooperating work in a group; ability of public speaking; ability of emphasising the speech by various means.

Recommended reading:

Jakubowicz A., Lenartowska K., Plenkiewicz M., Czytanie w początkowych latach edukacji, Bydgoszcz 1999

Kida J., Hadała, Dyka F., Koncepcje metodyczne pracy z lekturami w klasach I-III, Rzeszów 2000

Kołodziejska I., Teatrzyk dla klas młodszych, Płock 1997

Cieszyńska J., Nauka czytania krok po kroku, jak przeciwdziałać dysleksji, Kraków 2001

Węglińska M., Opowiadanie jako forma wypowiedzi w klasach początkowych, Kraków 1997

Code: 13.9-3PES-D27-EPS4

Integrated Primary School Education in Environmental and Social Education

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Introduce students to the idea of modern environmental and social education at the level of early school education.

Contents: Place of environmental and social education in the integrated primary school education; environmental and social issues as a common ground for integration of contents and methods of education. Aims, objectives and contents of environmental and social education in early school education. Principles of environmental education. Educational methods, forms of organisation, didactic devices in environmental education of primary school pupils. Notions of environmental and social education. Creating pupils' skills in getting knowledge about surrounding the world. Developing pupils' activity. Meaning of the research in development of pupils' thinking.

Recommended reading:

Gutowska H.\red.\ "Środowisko społeczno-przyrodnicze w klasach I - III. Książka przedmiotowo-metodyczna", WSiP, Warszawa 1989

Frączakowiec E., J. "Edukacja ekologiczna uczniów klas I -III", Ofic. Wyd. TUVEX, Pabianice 1993

Paśko I. "Kształtowanie postaw proekologicznych uczniów klas I - III szkół podstawowych", Wyd, Nauk. Akademii Pedagogicznej, Kraków 2003

Zioło I. "Edukacja środowiskowa na poziomie nauczania zintegrowanego, Wyd. Nauk. Akademii Pedagogicznej, Kraków 2000

Code: 11.1-3PES-D27-EMT4

Integrated Primary School Education in Mathematical Education

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): E Kopeć PhD

Educational targets: Develop skills of independent learning, organising and evaluating effects of teaching maths within the early school education, taking into account modern views on school mathematics and teaching maths, modern didactic and psychological theories on considering individual differences between children and differences in learning styles, as well as possibilities of integration of mathematical and other contents. Introduce to the theory and rules of critical analysis of modern curricula, evaluation of handbooks, didactic aid and other methodological materials for

early school education.

Contents: Review of modern didactic and psychological theories on teaching mathematics in early school education; operational character of mathematics and functional teaching; analysis of concrete, imagined and abstract operations; heuristic plan in functional method; development of mathematical notions on the basis of functional teaching concept, as well as P van Hiele's and J Bruner's theories; mathematical activity of a child in a process of teaching maths, difficulties in learning maths. Integration of teaching maths and other subjects; text items, types of text items and methods of solving. Notion of equation and inequality on multilevel scheme of functional method, methods of solving equations on the basic level. Natural numbers, many-sidedness of natural numbers. Developing basic notions of geometry. Diagnosis and evaluation of pupils' achievements.

Recommended reading:

Gruszczyk-Kolczyńska E., Dzieci ze specjalnymi trudnościami uczenia się matematyki, Warszawa 1994

Gruszczyk-Kolczyńska E., Dlaczego dzieci nie potrafią się uczyć się matematyki, Warszawa 1999

Semadeni Z.(red.), Nauczanie początkowe matematyki, Warszawa, t. 1, 1981, t. 2, 1984, t. 3, 1985, t. 4, 1988

Siwek H., Czynnościowe nauczanie matematyki, Warszawa 1998

Treliński G., Kształcenie matematyczne w klasach początkowych, Kielce 1995

Code: 03.2-3PES-D27-MUZ4

Integrated Primary School Education in Music Education

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Szypułowa

Educational targets: Receive didactic skills necessary for conducting music classes in preschool and early school education.

Contents: Theoretical foundations of music education with emphasis on modern systems of music education (Z Kodaly, E Jagues–Dalcroze and K Orff) and their integrational functions within education. Methodological issues contain description of five types of music activity (i.e. singing, playing school musical instruments, music and motion activities, composing music and perceiving music), as well as organisation and course of didactic and educational processes (didactic games) and planning of didactic and educational work (scenarios, projects, abridgements, curricula).

Recommended reading:

Nauczanie muzyki w klasach wczesnoszkolnych, Zarys metodyki nauczania początkowego, t. VI, pod red. I. Szypułowej, Kielce 1988

Chyła-Szypułowa I., Muzyka w zintegrowanej edukacji wczesnoszkolnej, [w:] Kwartalnik ISME 2003, nr 1-2-3, s. 36-42

Pękala A., Idee wychowania muzycznego w polskiej myśli pedagogicznej, Częstochowa 2001

Szypułowa I., Pieśń szkolna – jej teoria, historia oraz miejsce w repertuarze edukacyjnym polskiego szkolnictwa XIX i XX wieku, Kielce 1994

Jankowski W., Wychowanie muzyczne w szkole ogólnokształcącej, 1970

Code: 03.1-3PES-D27-EPS4

Integrated Primary School Education in Fine Arts Education

Number of lecture hours: 15, **number of tutorials:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Magdalena Miernik MA, Anna Stawecka MA

Educational targets: Create students' creative attitude as the condition for development of child's creativity. Develop manual dexterity. Develop open attitude towards all forms of expression and

aspects of child's creativity. Develop students' interests in fine arts.

Contents: Main notions of fine arts concerning drawing, painting, graphics and sculpture as well as the oeuvre of the artists, whose works can be used in work because of their reception among children. Plastic techniques (concerning drawing, painting, graphics and sculpture) on the level adjusted to the child's development. Psychophysical and plastic development of a child (capabilities depending on the age; preferences in the choice of techniques and tools). The most attractive forms and methods of organising work with children.

Recommended reading:

Daszyńska M., Techniki graficzne, Warszawa 1992

Marcinkowska K., Bryły i reliefy, Warszawa 1998

Oseka A., Spojrzenie na sztukę, Warszawa 1987

Szuman S., Sztuka dziecka. Psychologia twórczości rysunkowej dziecka, Warszawa 1990

Hohensee-Ciszewska H., ABC wiedzy o plastyce, Warszawa 1988

Code: 06.9-3PES-D27-ET4

Integrated Primary School Education in Technical Education

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Sławomir Koziej PhD

Educational targets: Prepare students to conduct technical classes on the level of preschool and early school education. Methodological and factual issues: contents of technical education on the grounds of base curriculum and selected curricula for preschool and early school education. Introduce the principles, methods and forms of realisation of the contents, develop the ability of planning, organising and conducting lessons; present materials, tools and technical devices; develop basic technological skills of processing of various materials (mostly paper).

Contents: Role of technical education in preschool and early school education. Objectives and contents of technical education. Technical culture. Developing technical notions and pupils' technical thinking. Principles and methods of technical education. Materials science and technology: paper, wood, metals, plastics, textile material and foodstuffs. Assembly and disassembly of technical (mechanical and electrical) devices with the use of assembly tools kit. Control and evaluation in technical education. Didactic devices in technical education. Development of processing of various materials (paper, plastics, metals, textile materials) while realising the selected technical tasks.

Recommended reading:

Bartosiński J., Technika w klasach I-III. Przykłady prac, Kielce 1992

Dąbrowski A., Praca-technika w klasach I-III. Książka pomocnicza dla nauczyciela, Warszawa 1983

Kazberuk J., Nauczanie pracy-techniki w klasach I-III. Zarys metodyki, Warszawa 1990

Mrozkiewicz J., Kształcenie ogólnotechniczne w nauczaniu początkowym, Warszawa 1985

Zajda K., Wychowanie techniczne w przedszkolu, Warszawa 1990

Code: 16.1-3PES-D27-MOT4

Integrated Primary School Education in Motor Activity Education

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Magdalena Lelonek MA

Educational targets: Theoretical and practical preparation of students to organisation, planning and realisation of motor activity education process in a kindergarten and primary school.

Contents: Place and role of physical education in early school education, programme of physical education, methods and forms of physical education, lesson: construction, organisation, courses, scenarios. Organisational forms of preschool work. Educational values of motion games. Motion games in teaching gymnastic and athletics skills, as well as preparing to team games, recreational games, and sport mini games – methodology of selected skills teaching. Preparation of collection of exercises and scenarios, conducting motion activities.

Recommended reading:

Grabowski H., Teoria fizycznej edukacji, Warszawa 1999
Nowakowska K., Wybrane zagadnienia z metodyki wychowania fizycznego, Kielce 1999
Strzyżewski S., Proces kształcenia i wychowania w kulturze fizycznej, Warszawa 1996
Sulisz S. (red.), Wychowanie fizyczne w kształceniu zintegrowanym, Warszawa 2000
Trześniowski R., Gry i zabawy, Warszawa 1996

Code: 05.9-3PES-D28-ŚPS5

Midyear Training in School Grades I-III

Number of tutorials: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): M Parlak PhD, I Stańczak PhD

Educational targets: Introduce students to holistic presentation of educational contents, methods, forms of work, didactic devices, and documentation and functioning of schools of training.

Contents: Midyear training has the aim to prepare students for the continuous training in training schools; for the exchange of experiences, discussion and active participation in educational activities. Its objective is to learn the holistic presentation of educational contents, areas, methods, forms of work and didactic devices. Students should be introduced to specifics of the subject in the form of workshop. Training prepares students to gaining skills of designing scenario of integrated classes, collecting of modern methodological literature on selected fields of education, introducing to the current documentation and forms of functioning of schools of training, and developing skills in making and maintaining contacts with teachers and parents for the harmonious child's development.

Recommended reading:

Węglińska M., Jak przygotować się do zajęć zintegrowanych, Kraków 2002
Andrukowicz W., Edukacja integralna, Kraków 2001
Scenariusze zajęć integralnych, Poznań 1999
Tyszkiewicz B., Scenariusz zajęć – klasa III, „Nauczanie Początkowe” 2001 Nr 5
Sadowiska S., Metodyka ośrodków pracy propozycją edukacyjną dla zrefor

Code: 08.9-3PES-D29-NJ2

Language Studies

Number of lecture hours: 30 **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Marek Kątny

Educational targets: Broaden and consolidate knowledge of rules systematising linguistic forms; prepare students to teaching Polish on the level of early school education and conduct developing speech and thinking classes to kindergarten children, widen students' culture of language.

Contents: Introduction to basic knowledge of phonological, morphological, lexical and syntactic systems of language. Present physical and physiological determinants of speaking, listening and understanding; functioning of vocal organs; description of articulation and acoustics of sounds and

classification of sounds; assimilations; principles of phonetic writing; sources of divergence between speech and writing; classification of words – on account of meaning, function and build; contents and meaning of words; real meaning, etymological meaning, metaphorical meaning; word-building – types of word-building classes, types of formants, word-building categories; inflected and uninflected parts of speech; main types of declension; conjugative forms; set phrases and types of set phrases; types of utterances; relationships of words in a sentence; analysis of simple and compound sentences; correctness of texts.

Recommended reading:

Bąk P., Gramatyka języka polskiego, Warszawa 1978

Klemensiewicz Z., Podstawowe wiadomości z gramatyki języka polskiego, Warszawa 1970

Jaworski M., Podręczna gramatyka języka polskiego, Warszawa 1974

Gramatyka opisowa języka polskiego z ćwiczeniami, prac. zbior. pod red. B. Wieczorkiewicz, M. Doroszewski, t. 1, t. 2, Warszawa 1964

Wierzchowska B., Fonetyka i fonologia języka polskiego, Wrocław 1980

Grzegorzczak R., Zarys słowotwórstwa polskiego, Warszawa 1982

Tokarski J., Fleksja polska, Warszawa 1978

Jodłowski S., Podstawy polskiej składni, Warszawa 1977

Code: 08.9-3PES-D30-LIT5

Literature for Children and Youth

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Marek Kałny

Educational targets: Prepare students to didactic and educational work with literature for children and youth. Realise reading needs, possibilities of reception. Introduce main tendencies of development of this discipline. Create skills of judging book in terms of aesthetic and ability of proper use of methods of literary analysis. Stress the need of regular contacts with literature.

Contents: Work of poetry, its characteristics and functions. Characteristics and functions of prose for children and youth, issues of handicapped children and problems of drug addiction. Presenting the most eminent interwar and modern writers. Syncretism of prose works, significance of the protagonist, composition structures, thematic and formal structures, fables and fairy tales with particular emphasis on multidimensional character of fairy tales, meaning of modern fairy tales, and their therapeutic sense. Educational aspects of literature are of constant lecturers' interest.

Recommended reading:

Białek J.Z., Literatura dla dzieci i młodzieży w latach 1918-1939, Warszawa 1979

Frycie S., Literatura dla dzieci i młodzieży w latach 1945-1970, cz. I, Warszawa 1978, cz. II, Warszawa 1982

Pałowski J., Kałny M., Literatura dla dzieci i młodzieży, Kielce 1995

Chęcińska U. (red.), Dziecko i jego światy w poezji dziecięcej, Szczecin 1994

Kuliczowska K., W świecie prozy dla dzieci, Warszawa 1983

Code: 03.2-3PES-D31-EIIG6

Voice Emission and Impostation

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Piotr Pasiński MA

Educational targets: Develop proper habit within the voice emission; prophylaxis – conscious protection of vocal organ from treats and illnesses connected with overextension; assessment of the

state of vocal organ with the use of specialist devices; active counselling for teachers; exercises for voice hygiene (for students and teachers).

Contents: Acoustic bases of voice. Build and function of vocal organ. Pathology of voice. Hygiene of voice. Practical methods of voice exercises. Breathing exercises. Phonetic exercises. Articulation exercises. Principles of Polish pronunciation. Selected vocal techniques.

Recommended reading:

Foniatria kliniczna, pod red. A. Pruszevicza, Warszawa 1981

Gawęda K., Łazewski J., Uczymy się poprawnej wymowy, Warszawa 1986

Głos narzędziem pracy. Poradnik dla nauczycieli, pod red. M. Śliwińskiej-Kowalskiej, Łódź 1999

Mitrinowicz-Modrzejewska A., Fizjologia głosu i mowy, Warszawa 1963

Torasiewicz B., Mówię i śpiewam świadomie. Podręcznik do nauki emisji głosu, Kraków 2003

Code: 12.2-3PES-D32-PSKL5

Clinical Psychology

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Pufal-Struzik

Educational targets: Cognitive aim – introduce students to etiology and types of child, youth and adult mental disorders. Practical aim – present teacher's role in prophylaxis of disorders as well as early indication child developmental dissonances to parents (institutions); basic skills in dealing with fearful, aggressive, able, neurotic and ill child. Educational aim – develop proper students' attitude towards the disabled and sick; prepare to self-education in psychological issues of normal functioning of people of different age.

Contents: Notion of health and illness. Selected concepts of mental health. Biopsychical and environmental causes of developmental, neurodynamic, personality, psychotic and behavioural disorders. Symptomatology of selected disorders. Effects of disorders on didactic and social functioning of children and adults. Basics of prophylaxis of disorders determined by the environment, principles of psychotherapy and treatment. Selected law issues concerning dealing with mentally ill people.

Recommended reading:

Bishop G.D.: Psychologia zdrowia, Astrum, Wrocław 2000

Carson R.C., Butcher J.N., Mineka S.: Psychologia zaburzeń, t.1 i 2, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003

Meyer R.G., Psychopatologia, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002

Popielarska A., Popielarska M.: Psychiatria wieku rozwojowego, PZWL, Warszawa 2000

Rosenhan D.L., Seligman M.E.P.: Psychopatologia, Polskie Towarzystwo Psychologiczne, Warszawa 1994

Code: 05.6-3PES-D33-MDR5

Methodology of Corrective-Compensatory Work

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Prepare students to work with pupil with specific learning difficulties; arouse students' curiosity about searching own methods of corrective-compensatory work in didactic process of dealing with child with specific learning difficulties. Accustom students to regular self-education in searching and discovering new solutions in work with children with specific learning difficulties.

Contents: Theoretical bases, objectives, principles, methods and forms of corrective-compensatory work; description of organisation and conduct of corrective-compensatory activities, objectives of corrective-compensatory activities; corrective-compensatory workshop; selected methods and exercises used in work with pupil with specific difficulties, improving main perceptual and motor functions; planning and designing of corrective-compensatory activities.

Recommended reading:

Czajkowska I, Herda K., Zajęcia korekcyjno-kompensacyjne w szkole, Warszawa 1996

Gruszczyk-Kolczyńska E., Dzieci ze specyficznymi trudnościami w uczeniu się matematyki, Warszawa 1994

Kaja B., Zarys terapii dziecka, Bydgoszcz 1995

Pileccy W. i J.(red.), Stymulacja psychoruchowego rozwoju dzieci o obniżonej sprawności umysłowej, Kraków 1995

Szurmiak M., Podstawy reedukacji uczniów z trudnościami w czytaniu i pisaniu, Warszawa 1987

Code: 05.9-3PES-D34-WNI6

Integrated Upbringing and Teaching

Number of lecture hours:30, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Introduce students to essence and main issues of integration disabled and normally developing children in the institutionalised process of upbringing and teaching.

Contents: Introduction to regulations of educational and didactic process in the integrated institutions. Introduction to conditions, methods and didactic devices in work of integrated institutions. Practical skills of organisation of educational process in integrated institutions, and of dealing with children with various needs and developmental capabilities. Practical training in designing of scenarios of games and activities using various methods, as well as planning and conducting of those games and activities.

Recommended reading:

Boguck J., Kościelak M. (red.), Wychowanie i nauczanie integracyjne, Warszawa 1999

Fantana D., Psychologia dla nauczycieli, Poznań 1998

Gaś Z. (red.), Psychologia wychowawcza stosowana, Lublin 1995

Janowski A., Poznawanie uczniów, Warszawa 1993

Lovass O., Nauczanie dzieci niepełnosprawnych umysłowo, Warszawa 1993

Code: 12.9-3PESJ-D35-LDT5

Logopaedics. Diagnosis and Therapy

Number of lecture hours: 30 **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Piotr Pasiński MA

Educational targets: Introduce students to basic knowledge of norms and all disorders as well as causes of the disorders in child language development. Equip students with skills of diagnosing symptoms of abnormal development and taking effective prophylactic and stimulating actions in order to facilitate child's development of linguistic skills.

Contents: Essence of language and speech – social, psychological and psycholinguistic aspects. Linguistic and communicative competence. Development of linguistic skill and determinants of its acquisition. Infantile aphasia in children with listening disorder, disorder of mental development and infantile cerebral palsy – logopaedic actions. School situation of children with speech

impediments and speech disturbances. Basics of diagnosis of speech disorders. Classification of speech disorders. Methods and exercises of stimulation of language skills development. Place and meaning of orthophonetic exercises in preschool education. Logopaedic prophylaxis. Organisation of logopaedic care in Poland.

Recommended reading:

Jastrzębowska G., Podstawy logopedii :dla studentów logopedii, pedagogiki, psychologii i filologii, Opole 1995

Kaczmarek L, Nasze dziecko uczy się mowy, Lublin 1970

Kurcz I., Język a psychologia: podstawy psycholingwistyki, Warszawa 1999

Gałkowski T., Jastrzębowska G. (red), Logopedia. Pytania i odpowiedzi, Opole

Minczakiewicz E., Mowa, rozwój, zaburzenia, terapia, Kraków 1997

Sachajska E., Uczymy poprawnej wymowy: metodyka postępowania ortofonicznego z dziećmi w wieku przedszkolnym, Warszawa 1981

Code: 15.0-3PES-D36-TUK6

Training of Communicative Skills

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Lidia Świeboda–Toborek MA

Educational targets: Introduce students to widely understood issue of communication. Provide students with knowledge of principles and techniques of effective communication. Train in methods of expression of emotions, opinions as well as acting in conflictual situations. Analyse own style of communication in interpersonal relations and work on improvement of qualities of interpersonal relations. Analyse in detail the relations between teacher and student. Improve communication process in school environment.

Contents: Essence of communication process, notions, definitions, and scheme of information transfer. Meaning of effective communication in teacher's work – roles and objectives of a group work animator. Personal determinants of skills of partnership building. Cooperative behaviour model – positive approach, openness, and empathy. Obstacles in communication process. Verbal and non-verbal communication – sent information signals, meaning of integrity of communication channels. Methods of effective communication – active listening, paraphrase, and reflection. Assertive communication and its meaning in development of healthy interpersonal relations. Constructive methods of managing conflicts in a group. Proper use of rules of communication in self-presentation and public speaking (school celebrations, parents' evening, and class and school promotion).

Recommended reading:

Alberti R., Emmons M., Asertywność - sięgnij po to czego chcesz nie raniąc innych, Gdańsk 2003

Aronson E., Wilson T. Akert M. Psychologia społeczna. Serce i umysł, Poznań 1999

Detz J., Sztuka przemawiania, Gdańsk 2003

King G. Umiejętności terapeutyczne nauczyciela, Gdańsk 2003

McKay M., Davis M., Fanning P., Sztuka skutecznego porozumiewania się, Gdańsk 2003

Code: 05.9-3PES-D37-PTS6

Therapeutic Training in School

Number of tutorials: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD, Ewa Szumilas PhD

Educational targets: Introduce students to theoretical and practical foundations of therapeutic

work. Introduce to selected cases of practical use of diagnostic concepts and procedures. Present the complexity of therapeutic work. Develop students' research attitude and skills of organising therapeutic workshop. Introduce to main skills specific for therapeutic work. Present in practice tools and techniques used in therapeutic process. Accustom students to regular self-education in methodology of therapeutic work in order to searching creative solutions in work with children and youth

Contents: Theoretical and practical foundations of corrective-compensatory work; objectives, principles, methods and forms of corrective-compensatory work; description of organisation and conduct of corrective-compensatory activities, objectives of corrective-compensatory activities; corrective-compensatory workshop; selected methods and exercises used in work with pupil with specific difficulties, improving main perceptual and motor functions; practical exercises; diagnosing and conducting corrective-compensatory work with children with special educational needs.

Recommended reading:

Czajkowska I, Herda K., Zajęcia korekcyjno-kompensacyjne w szkole, Warszawa 1996

Gruszczyk-Kolczyńska E., Dzieci ze specyficznymi trudnościami w uczeniu się matematyki, Warszawa 1994

Gąsowska T., Pietrzak-Stepkowska Z., Praca wyrównawcza z dziećmi mającymi trudności w czytaniu i pisaniu, Warszawa 1994

Kaja B., Zarys terapii dziecka, Bydgoszcz 1995

Szurmiak M., Podstawy reedukacji uczniów z trudnościami w czytaniu i pisaniu, Warszawa 1987

Code: 16.9-3PES-D38-BHP6

Occupational Hygiene and Ergonomics

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Bożena Zawadzka PhD

Educational targets: Introduce students to factors shaping the work environment. Introduce students to regulations of safety and hygiene of work on various workplaces. Regulations concerning workers' health care.

Contents: Polish industrial health service. Factors modifying possibilities of working and physiological cost of work. Types of tiredness and methods of prevention. Chronic fatigue syndrome. Regulations of organising work in standing and sitting position and weight lifting. Occupational hygiene in teaching profession. Psychosocial factors, classification of factors, stress mechanisms. Regulations of industrial security. Physical efficiency – methods and criteria of estimation. Qualities of microclimate. Occupational exposure limits (Maximum Allowed Concentration, Maximum Admissible Short-term Concentration). Sources and biological results of effects on human organism. Effects of exposure general and local of mechanic oscillation. Electromagnetic fields sources – biological effects and safety regulations. Ultraviolet, infrared and laser radiation. Assessment of occupational hazards and methods of health care for monitor operators. Qualification of chemical substances and their toxicity. Absorbing and expelling of poisons. Substances of carcinogenic effect on humans. Regulations of prophylactic health care of employees.

Recommended reading:

Dobrowolska B., Mielczarek-Pankiewicz E., Opieka nad zdrowiem pracowników w środowisku pracy, Łódź 1992

Łapińska E., O przepisach BHP i prawie pracy, PIP, Warszawa 2001

Makowiec-Dąbrowska, Obciążenie fizyczne – praktyczne zastosowanie różnych metod oceny, Łódź 2000

Marek K., Choroby zawodowe, Warszawa 2001

Człowiek praca środowisko, praca zbior. pod red. A. K. Traczyk, Warszawa 1989

Ustawa- Kodeks pracy

Code: 05.9-3PES-D39-WMO6

Monographic Lecture

Number of lecture hours: 15

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): suggested by the Director

Educational targets: Broaden students' pedagogical knowledge within specific pedagogical subdisciplines on the basis of the latest results of research.

Contents: Contents of lectures are determined by research interests of lecturers (senior academic teachers) and by achievement of the science, taking into consideration students' needs within the chosen specialisation area.

Recommended reading:

Depends on the contents

Code: 05.9-3PES-D40-SEM4,5,6

Seminar

Number of blackboard classes: 75

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. I Szypułowa

Educational targets: Prepare student to write a thesis. Students ought to display their skills in using knowledge of methodology of scientific research and educational practice in their own research projects. The aim of the course is to develop students' critical and creative attitude toward educational problems.

Contents: Stages of pedagogical research programme. Model of investigated phenomena in the light of curricular and critical survey of literature. Problems and hypotheses in pedagogical research. Gathering, selecting, analysing and interpreting of research results. Academic language and style.

Recommended reading:

Rudniański J., O dobrym kształceniu i o wychowaniu, Warszawa 1990

Dutkiewicz W., Prac magisterska z pedagogiki, Kielce 1996

Spionek H., Rozwój i wychowanie małego dziecka, Warszawa 1972

Węglińska M., Jak pisać pracę magisterską, Kraków 1997

Łobocki M., Wprowadzenie do metodologii badań pedagogicznych, Katowice 1972

Code: 11.3-3PES-D41-TI3

Information Technology

Number of tutorials: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Jerzy Stamirowski

Educational targets: Introduce students to the foundations of information technologies and use of information technologies, especially in social sciences and pedagogy.

Contents: Description and presentation of the basics of selected information technologies. The essence of computer science. Presenting numbers, texts, images and sounds by computer tools,

using types and formats and possibilities of their processing. Methods of storing and processing data of various requirements and sizes. Databases, knowledge bases and data warehouses. Communication technologies in local and global (the Internet) environment. Basics of creating and presenting information for the Internet. Websites and their placement in the network. Multimedia technologies in local and global environment. Rules of building and presenting application linking different formats of data (numbers, text, image and sound). Information technologies in analysis and support real systems work. Environmental specification and analytical modelling of systems: description of data, functions and actions of a system. Modelling of a system using information tools (decisive and simulation models). Foundations of the artificial intelligence and learning systems. Possibilities of modelling of social and educational systems.

Code: 15.4-3PES-D42-INB1

Library User and Information Skills Training

Number of lecture hours: 2, **number of blackboard classes:** 3

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): A Gołuzd MA

Educational targets: Prepare students to use the modern information systems so they could find necessary materials on teaching process on their own.

Contents: Information about various types of scientific documents: books, journals, publications etc. Searching of scientific documents: catalogues, bibliographies. Factual information. Searching of information in the Internet.

Recommended reading:

Dembowska M., Bibliologia, bibliografia, bibliotekoznawstwo, informacja naukowa: wybór prac, Warszawa 1999

Biblioteka i informacja w systemie edukacji. Materiały konferencji naukowej, Kielce 1998

Galar R., Lubacz J., Paradoksalne konsekwencje rewolucji informatycznej w edukacji, [w:] W Drodze do społeczeństwa informacyjnego, pod red. J. Lubucza, Warszawa 1999

Ze współczesnych zagadnień nauki o informacji, pod red. M. Górnego, Poznań 1997

2.2.2 Study Programme

Field of study: **PEDAGOGY**

Specialisation:

Group A General Education

Code: 08.1-3PESJ-A1-WZF1

Selected Problems of Philosophy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Jerzy Perzanowski

Educational targets: Connection between philosophy and paradigms of science. Influence of philosophical concepts on development of various concepts of science. Dependence between various concepts of a man and his life and established concept of reality. Concept of a man is closely connected to concept of reality (being). Present human as the highest form of being, who has inalienable dignity and rights. Present the truth that positive rights should be expressions of natural law. Influence of philosophical concepts on the form of individual, family and social ethics. Connections between philosophy and assumptions and forms of *paideia*, i.e., connection with systems and concepts of education. Influence of philosophy on human artistic work (literature, fine arts, architecture). Connection between philosophy and European and world culture. Influence of philosophy on the creation of the twentieth-century ideology. Results of influence of those ideologies. Present the fact, that philosophical education is the factor of humanisation in scientific and polytechnic education. Influence of philosophy on forms of culture and civilisation in the 21st century. Importance of Plato's Trinity (Truth, Beauty and the Good) in education of youth.

Contents: Materialistic monism (from Tales to diamat). Idealistic monism (from Parmenides to Hegel). Pluralism and realism. Theory of abstraction. Aristotle's teachings about complex structure of being. Synthesis of extreme statism and mobilism. The good and wrong. Theory of existential judgement and separation. Essential and existential perspective of reality. Existence and essence from Avicenna's, St Thomas Aquinas' and philosophy of being modern representatives' perspective. Existence from existentialists' perspective. Analogy of being and cognition. Models of cosmos. Issue of the beginning and personality. Right of nature and law of nature. Time reversals. The essence of life. Biogenesis. Anthropogenesis. Philosophical and natural evolutionism. Determinism and indeterminism. Sources of cognition. Apriorism and aposteriorism. Ultimate criterion of truth. Issue of quality of senses. First principles of being and cognition. Science as revealing and non-revealing cognition. Metasciences. Methods in philosophy, inductive sciences, deductive sciences and historiography. Human being in philosophical systems. Concepts of freedom. Man and society in various philosophical systems. Ethic in various philosophical systems. Ethic from St Augustine's and St Thomas Aquinas' perspective. Ethic of love. Ethic of actions determined by human rationality and I Kant's theory of morality. Master and slave morality. Realistic ethic.

Recommended reading:

Ajdukiewicz K., Zagadnienia i kierunki filozofii: teoria poznania: metafizyka, Warszawa 1983

Heller M., Lubański M., Ślaga Sz., Zagadnienia filozoficzne współczesnej nauki, Warszawa 1980

Ingarden R.: Książeczka o człowieku, Kraków 1973

Krapiec A., Kamiński S., Zdybicka Z., Maryniarczyk A., Jaroszyński P., Wprowadzenie do filozofii. Lublin 1996 (i wyd. następne)

Tatarkiewicz W., Historia filozofii. Warszawa 1990 (i wyd. następne)

Code: 11.3-3PESJ-A2-IS4

Information and Communication Technology with Applied Statistics

Number of tutorials: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Ryszard Błaszkiwicz PhD, Jerzy Stamirowski PhD

Educational targets: Introduce to history of development of computer science; to essential notions; to main changes in hardware and software. Provide students with the abilities to collect and process data, do calculations and present results in graphic form. Develop the abilities to use information sources in computer network, especially in the Internet. Teach the advanced methods of searching the Internet. Make students aware of dangers and treats of computer networks. Provide students with the abilities to create own websites. Multimedia presentation.

Contents: Information system: construction and functions. Preparation of the computer to do certain tasks: basic system operations on the basis of Windows operation system – installation of the system, configuration, file operations. Functional programmes. Function of the programmes, preparations to create documents and application on the example of MS Office 2000. Searching, presenting and widespreading of information. Calculation problems in pedagogy. Collecting, searching and presenting of information in database applications. Processing of results of educational measurement using MS Excel 2000. Data and types of data, algorithm and programme. Selected possibilities of automatization of calculation processes with use of procedures of operation on events. Sorting and filtering of information. Creating of text document containing signs, symbols and objects available in MS Office 2000 (MS Word 2000, MS Excel 2000). Searching for information in the Internet. Communication with other users of the Internet and exchange of information by means of e-mail and discussion groups. Placing information from the Internet in MS Word 2000 documents. Converting MS Word 2000 document into HTML document. Discussing the methods of placing documents on Internet servers. Creating scenario and multimedia presentation using PowerPoint programme. Using information from the Internet in the presentation (linking to the Internet from the application level). Database and system of database management. Main components of database on the basis of MS Access 2000 application. Relations in MS Access 2000 – creating and joining using the keys. Searching database for particular information, using QBE research. Concept of research. User's communication with database with the usage of interface. Basic methods of creating user's interface. Presenting the results of database search in the form of reports. Possibilities of communication between database and the Internet, main information on the online database application.

Recommended reading:

Dyson P., Coleman P., Windows 2000 Pl, Wyd. EXIT, 2000

Kopertowska M., FrontPage 2000 HTML Podstawy, Tortech, 2001

Sokół M., Tworzenie stron WWW. Ćwiczenia praktyczne, Helion 2000

Kopertowska M., Ćwiczenia z PowerPoint zawansowane możliwości, Mikom, 2000

Cichosz P., Systemy uczące się, WNT, 2000

Code: 08.9-3PESJ-A3-EZA5

Professional Ethics

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Artur Skrzypek PhD

Educational targets: Present essential values in the hierarchical order, as well as norms of conduct with their interiorization. Development of own ethical attitudes, such as diligence, integrity, responsibility for own life by permanent improvement – self-education, growing to mastery in social role, innovation and creativity, development of skills of social coexistence: readiness to dialogue, tolerance, assertive educational interference, sense of responsibility for the others, for the atmosphere at work, mutual respect, trust, willingness to help the needy, care about the social good, explicit and consistent distant from all forms of pathology and all forms of moral corruption.

Contents: Ethics as a philosophical and normative discipline based on human rationality and experience which includes all issues connected to human life discussed in the aspect of its self-

realisation. Ethics describes essential values (good and wrong), norms, assessments and sanctions, refers to natural law and positive law by presenting different possibilities of interpretation within selected philosophical systems. In individual aspect, ethics describes human dignity, value and sense of life, human rights, conscience, moral integrity, freedom and responsibility. In social aspect, ethics describes norms of marriage and family life (responsible parenthood), establishes norms of professional ethos, discusses the principles of social life (participation, professional solidarity, social good, and environmental protection). It also discusses pathologies of social life.

Recommended reading:

Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999

Stróżewski W.: W kręgu wartości, Kraków 1992

Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991

Styczeń T.: Wprowadzenie do etyki, Lublin 1993

Ślipko T.: Zarys etyki ogólnej, Kraków 2002

Code: 14.2-3PESJ-A4-WS2

Introduction to Sociology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Halina Mielicka PhD

Educational targets: Introduce students with selected problems of sociological analysis. Show the connections between sociology, pedagogy and social philosophy.

Contents: Introduction to theory and notions of modern sociology. Variety of theoretical interpretations of such phenomena as: functioning of society, its structure, functions, institutions and main processes in social macro- and microstructures. Presenting the essence of such phenomena as: symbolic interactionism, endomethodology, phenomenological sociology, liberalism, etatism, civil society, and information society. Some aspects of functioning of selected axionormative systems and their role in process of socialisation. Place of sociology in the system and structure of social sciences; relations between sociology and pedagogy. Establishing borders of interests of general sociology with prospects of its further development. Concepts of social groups' personalities, concepts of culture. Phenomena of conformism and nonconformism.

Recommended reading:

Mielicka H.: Podstawy socjologii. Mikrostruktury społeczne, Kielce 2002

Turowski J.: Socjologia. Wielkie struktury społeczne, Lublin 1994

Turowski J.: Socjologia. Małe struktury społeczne, Lublin 1993

Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1977

Kosiński S.: Socjologia ogólna. Zagadnienia podstawowe, Warszawa 1987

Sztompka P.: Socjologia. Analiza społeczeństwa, Kraków 2002

Code: 05.9-3PESJ-A5-MBP4

Methodology of Pedagogical Research

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Bogaj

Educational targets: Introduce students to theoretical and all-methodological issues of research methods and techniques in social sciences, e.g., pedagogy. Provide students with the skills of proper formulating of research problems, hypotheses, setting of variables, and selecting of indicators. Learn the main construction principles of creating the research tools. Selective and critical study of pedagogical literature. Use the methodological knowledge to selection of methods, construction of tools as well as preparation of empirical research. Quantitative and qualitative analysis of collected empirical material.

Contents: Introduction to programme and basic literature of the subject. General introduction to problems and objectives of methodology. Main notions. Meaning of knowledge and methodological skills in study process, as well as teacher's and educator's profession. Layout and structure of a Master's thesis. Introduction to methodology of pedagogical research. Main concepts and types of pedagogical research. Theory in pedagogical research. Principles of pedagogical research. Research in teacher's work. Moral aspects of pedagogical research. Structure of research process in diagnostic and verification research. Research problem. Hypothesis. Variables and indicators. Definition of notions. Types of definition. Attempt to formulating of research issues, hypotheses and variables operations. Stages of pedagogical research. Analysis of subsequent actions of pedagogical research. Description of stages of pedagogical research. Selection of specimen in pedagogical research. Pilot studies. Operational model of research. Analysis of various research concepts on the basis of empirical research reports. Educational experiment. Experimental techniques. Utility of experimental research. Errors in experimental research. Quasi-experimental research. Survey method. Requirements towards survey method. Types of questionnaire items. Techniques in survey method: questionnaire and interview. Source of errors in surveys. Observation in survey research. Types of observation. Observational techniques. Conditions and merits of proper observation. Subject of observation. Cognitive borders of observation. Creating observational schedule. Evaluation of educational effectiveness. Educational achievement tests and their usage. Types of tests and test items. Qualities of achievement tests. Construction of test. Quantitative analysis of test items. Sociometric method. Description of sociometric method. Sociometric techniques: Moreno's technique, "guess who?", friendliness and aversion poll, range arrangement technique. Description and analysis of sociometric data. Cognitive limitations to sociometric method. Attitude scale and rating scale. Likert scale, Thurston scale, Guttman's scalogram. Types of scales and their usage. Construction of scales. Errors made while evaluation. Sources of errors in evaluation. Analysis of documents. Types of documents. Methods of document analysis. Analysis of works, e.g., essays, diaries, drawings. Dialogue method. Conditions of correctness of dialogue method. Techniques of dialogue. Errors in dialogue method. Biographical method. Description of biographical method. Types of biographical method: monographic method, individual case method. Merits and drawbacks of biographical method.

Recommended reading:

Brzeziński J., Metodologia badań psychologicznych, Warszawa 2003

Dutkiewicz W., Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001

Łobocki M., Metody i techniki badań pedagogicznych, Kraków 2000

Pilch T., Bauman T., Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa 2002

Zaczyński W., Praca badawcza nauczyciela, Warszawa 1995

Code: 05.9-3PESJ-A6-PWEJ5

Subject to select

Modern Linguistic Education

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): A Hajdukiewicz MA

Educational targets: Introduce students to structures of language teaching structures in selected European countries. Present programmes supporting permanent education.

Contents: Polish educational system. Educational systems in selected European countries. Languages and language education in selected European countries. Knowledge-based economy – outline research programme, teacher as a model of enterprise for students. Educational initiatives of the European Union for development of Polish educational system.

Recommended reading:

Prucha J., Pedagogika porównawcza, Warszawa 2006

Kształcenie ustawiczne w procesie przemian rynku pracy, pod. red. Z. Hasińskiej, Wrocław 2001

Kwiatkowski S., Kwalifikacje zawodowe na współczesnym rynku pracy, Kraków 1999

Sikorki W., Edukacja zawodowa – kluczem do jednoczącej się Europy, Opole 1999

Code: 16.1-3PESJ-A7-WF1,2,3,4

Physical Education

Number of blackboard classes: 60

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Rafał Pawłowski MA

Educational targets: Develop and consolidate prohealth and prosomatic attitudes and habits. Ensure optimal development of every student's physical fitness and motor abilities in connection to their physical and health capabilities. Complete students' interests and needs in sport, tourism and recreation. Use the values of physical education, sport and tourism to recreational education. Take actions in order to develop academic sport, and sport competition. Conduct tests of physical fitness in order to students' assessment and selfcontrol of it. Education of sport and tourism organisers as a future staff for needs of physical culture.

Contents: Realising the importance of physical activity in human life; influence of physical effort on selected systems; rules of hygienic lifestyle; knowledge of exercises developing proper posture; selected forms of physical activity necessary in health training and recreation; participation in various physical activities and selected optional classes, trainings, competitions, tourist and recreational activities, and camps.

Group B Basic courses

Code: 12.9-3PESJ-B8-BR1

Biomedical Foundations of Human Development and Upbringing

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Jopkiewicz

Educational targets: Introduce students to biological and medical aspects of development and education. Create students' interests and research attitude towards the biomedical problems of human being, especially child's health needs in order to connect the information about possible educational failures and difficulties with the issues of child's development and health.

Contents: Morphological and physiological diversity of a human being. Division and course of ontogeny, development of structure and functions of separate tissues and systems. Endogenous and exogenous determinants of human development. Main health problems of children, youth and adults. Health causes and effects of school failures. Methods of controlling of processes of growth and maturity. Functional assessment as an indication of health condition.

Recommended reading:

Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości. Praca zbiorowa pod red. I. Mięśowicz, Warszawa 2001
Jopkiewicz A., Dziecko kieleckie. Normy rozwoju fizycznego, Radom-Kielce 2000
Jopkiewicz A., Suliga E., Biologiczne podstawy rozwoju człowieka, Radom-Kielce 2000
Malinowski A., Wstęp do antropologii i ekologii człowieka, Łódź 1994
Turner J. S., Helms D. B., Rozwój człowieka, Warszawa 1999

Code: 14.4-3PESJ-B9-WPS1

Introduction to Psychology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Aleksander Gorbatkow PhD

Educational targets: General objective: create students' bases of development of psychological aspects of professional and pedagogical thinking and psychological components of professional knowledge, skills and habits. Research objectives: a) introduce notions necessary for building knowledge of general regularities of psychic functions of human being; b) make students aware of the fact that general regularities of psychic functions may be modified by age, sex, and other individual qualities of the individual. Practical objective: develop abilities to use theoretical knowledge to solve problems typical for pedagogical work. Educational objective: inspire sensitivity towards the other people considering their dissimilarities connected with genetic or cultural determinations etc.

Contents: Place of psychology within the system of sciences. Scientific psychology and its development before science. Theoretical and practical psychology. Main trends and concepts of psychology. Methods of psychological research. Structure and functions of psyche. Structure and functions of cognitive processes. Structure and functions of emotional and motivational processes. Structure and functions of basic actions. Individual differences. Temperament; selected theories and typologies of temperament. Intelligence; selected theories and typologies of intelligence.

Recommended reading:

Strelau J. (red.): Psychologia, T. 1, 2. Gdańsk, 2000
Tomaszewski T. (red.): Psychologia ogólna, T. 1, 2, 3, 4. Warszawa, 1992, 1995
Włodarski Z., Matczak A.: Wprowadzenie do psychologii. Warszawa, 1987, 1992
Zimbardo P.G.: Psychologia i życie, Warszawa, 2002
Szewczuk W. (red.): Encyklopedia psychologii, Warszawa, 1998

Code: 14.4-3PESJ-B10-PSRO4

Psychology of Development and Personality

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Barbara Braun PhD

Students are obliged to complete this course before taking the course in General Psychology.

Educational targets: Psychology of Development and Personality is a course from group of basic courses. Its aim is to prepare the system of notions necessary to build the knowledge of developmental changes in psychic actions of human being during the lifetime and of determinants of those changes.

Contents: Essence of development. Determinants of development. Cognitive development:

perception, memory, and thinking. Emotional development: emotions as processes connected with body, congenital and learnt emotional reactions, and development of particular emotions. Social development: social interactions, leaning of social roles, compound social behaviour: prosocial and aggressive behaviour. Moral development: learning of moral values, meaning of identification process, connection of cognitive development with moral development – theories of J Piaget and L Kohlberg. Development of personality: development of one's self – self-knowledge and identity, self-esteem, sense of creation. Gender identity. E Erikson's theory of psychosocial development as an example of theory grown from dynamic trend. Models of adult personality. Description of stages of development: prenatal period, infancy, early childhood, preschool age, early school age, pubescence, adolescence, adulthood, and old age.

Recommended reading:

Przetacznik-Gierowska M., Tyszkowa M., Psychologia rozwoju człowieka t.1, PWN, Warszawa 1996

Harwas-Napierała B., Trempała J. (red.), Psychologia rozwoju człowieka. t.2 i 3, PWN, Warszawa 2003

Vasta R., Haith M.M., Miller S.M., Psychologia dziecka. WSiP Warszawa 1995

Turner J.S., Helms D.B., Rozwój człowieka, WSiP, Warszawa 1999

Code: 05.9–3PESJ–B11–PSP2

Social Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Elżbieta Trafiałek PhD

Educational targets: Introduce students to problems of functioning of different types of educational environment, of social determinants and dysfunctions of various types of social activity. Shape social thinking and understanding the meaning of social dialogue.

Contents: The origins and conditions of establishment of social pedagogy in Poland and the world. Profiles of precursors and representatives of the science. Principles of methodology of social pedagogy and usage of particular research procedure in diagnosing various educational environments. Issues of environmental determinants of educational processes. Analysis of conditions enabling the fulfilment of developmental needs of human being in all stages of life and in various situations. Presenting of wide extra-institutional areas shaping personality and qualities of lives of individuals and social groups, with the particular emphasis on the perspective role of local environment.

Recommended reading:

Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980

Wroczyński R.: Pedagogika społeczna, Warszawa 1985

Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995

Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001

Przeclawska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

Code: 08.3-3PESJ-B12-HW1

History of Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Waldemar Firlej PhD

Educational targets: The aim of this course is to present the historic development of pedagogical thought and changes in the organisation, structure and function of educational institutions in Poland and the world. While teaching the subject the emphasis should be put on the educational ideals in different periods. Study of History of Education should contribute to forming the pedagogical culture of future teachers and educators as well as preserving the most important educational values, increasing of it and handing down to next generations.

Contents: History of education as a science; its place among pedagogical and historical sciences. Subjects of interest of history of education. The main representatives of history of education in Poland. The main sources and studies for history of education. Achievements of philosophical and pedagogical thought as well as of education in ancient Greece and Rome; their influence on development of European culture and civilisation. Educational ideals and organisation of education in the Middle Ages: Christianity and achievements of pedagogical thought and education of antiquity; upbringing in pedagogical thought of Christian philosophers; the Carolingian Renaissance; state education; development of medieval education; medieval universities; role of the Church in Renaissance Europe. Significance of the Reformation for education. Pedagogical thought and education in Renaissance Poland. Reform of the Roman Catholic Church after the Council of Trent. Jesuit and Piarist education. The main trends of European pedagogical thought in the 17th and 18th centuries and its representatives: J A Komeński, J Locke, and J J Rousseau. Educational system in the Commonwealth in the 17th and the 1st half of the 18th century and aspiration to its reform: educational activity of S Konarski and The Knight's School in Warsaw. Establishment, activity and meaning of Commission for National Education. European pedagogical thought of the 19th century and its main representatives: F Herbart, H Spencer. Educational policy of partitioners on Polish lands in the 19th century. Polish pedagogical thought and educational system. Defence of Polish culture and national identity: role of Catholic Church and family. Pedagogical ideas of new education and its representatives. Reconstruction, development and achievements of education in the period of Second Republic: integration of education, universal education, development of education on different levels, achievements of Polish pedagogical thought, Polish schools against a background of European schools. Educational policy of invaders during The world War II. Organisation and range of clandestine classes and underground education.

Recommended reading:

- Kurdybacha Ł. (red.), Historia wychowania, t.1-2, Warszawa 1967-1968
Miąso J. (red.), Historia wychowania. Wiek XX, cz.1-2, Warszawa 1981
Bartnicka K., Szybiak I., Zarys historii wychowania, Warszawa 2001
Kot S., Historia wychowania. Zarys podręcznikowy, t.1-2, Lwów 1934, wyd. 2, Warszawa 1996
Krasuski J., Historia wychowania. Zarys syntetyczny, Warszawa 1989
Możdżeń S., Historia wychowania 1795-1918, Kielce 2000
Możdżeń S., Historia wychowania 1918-1945, Kielce 2000
Wołoszyn S., Nauki o wychowaniu w Polsce w XX wieku, wyd. 2 poszerzone, Kielce 1998
Wroczyński R., Dzieje oświaty polskiej 1795-1945, Warszawa 1980
Wroczyński R., Dzieje oświaty polskiej do 1795 r., Warszawa 1983

Code: 05.4-3PESJ-B13-WP1

Introduction to Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Krystyna Duraj-Nowakowa

Educational targets: Introduce students to academic culture of pedagogy through presentation of diversity as well as unity of methodological and theoretical research by connection of traditional approach and modern critical orientations and trends within the field of pedagogical sciences. Evolve from stereotypical and common thinking to scientific and critical thinking. Equip students with the knowledge and ability to critical analysis that will be the basis for students' individual and creative search for pedagogy with the consciousness of its rational principles and consequences. Help students (future teachers and educators) to discover and develop their own concept of pedagogy, and pedagogical visions and preferences. Guide students to critical and reflective enrichment and creation of their own individual pedagogical style. Realise practical use of pedagogy in the process of affirmation of ideas and values, in organisation of educational structures, and search of possibilities of minimalization of treats for education.

Contents: Origins, subject, structure and objectives of pedagogy. Main fields and subdisciplines of pedagogy. Historical process of development of different types of pedagogical knowledge and their modern status and usefulness. Place of pedagogy in the system of sciences. Philosophical and psychological foundations of pedagogy. Modern methodological status of pedagogy and its changes. Modern changes in pedagogical practice. Development as an educational target in the light of main educational ideologies. Education as a process of individual identity acquisition throughout the lifetime. Educational system as a system of universal and permanent education. Personal, social and professional formation of a teacher within the civilisation of the end of the 20th century. Components of educational process from the pedagogical perspective. Educational processes. Education as a socially prescriptive form of culture transfer. Educational environment: a family, school and class. Educational and didactic failure of children and youth. Personal growth as an objective of education. Issues of modern treats toward children and youth.

Recommended reading:

Jaworska T., Leppert R. (red.), Wprowadzenie do pedagogiki. Wybór tekstów, Kraków 1996

Kunowski S., Podstawy współczesnej pedagogiki, Warszawa 1993

Matyjas B., Ratajek Z., Trafialek E., Orientacje i kierunki w pedagogice współczesnej. Zarys problematyki, Kielce 1997 (rozdz. 1-4)

Śliwerski B., Kwieciński Z. (red.), Pedagogika: podręcznik akademicki, Warszawa 2003 (t. I)

Wołoszyn S., Nauki o wychowaniu w Polsce w XX w., Warszawa 1993 (lub Kielce 1998)

Code: 05.7-3PESJ-B14-TPW5

Theoretical Foundations of Upbringing

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Monika Kardaczyńska PhD

Educational targets: Introduce students to the essence of theory of upbringing, discourse and dispute, structures of the theory of upbringing, basic notions and research areas. Active study of the literature on theory of upbringing with the emphasis on diversified concepts of education and theoretical descriptions of education process, aims, forms, methods, and educational devices. Introduce to open thinking about upbringing and discussion, critic of theory and didactic activity, trials of creative presentation of teacher's role as well as designing of educational activities.

Contents: Cognitive and research areas of the theory of upbringing. Upbringing as an intentional educational process. Upbringing situations as elements of educational process. Intentionality of upbringing – teleology of upbringing. Fundamentals of purpose of upbringing and sources of educational aims. Subjectivity of upbringing. Main fields of upbringing and their integration (moral, mental, aesthetic). System of education at school. Main educational methods: rewards, punishment, example, persuasion and task method. "Waking" children by dialogue in educational conversation. Eristic and negotiation in upbringing. Methodology of transanalysis. Pupils' school games. Personality of a teacher. Pedagogical competence of a teacher. New perspective of teacher training:

“through dialogue to dialogue” training. Educational activity planning and curricula designing. Upbringing activity and aiming at self-education.

Recommended reading:

Górniewicz J.: Teoria wychowania (wybrane problemy), Toruń-Olsztyn 1995

Konarzewski K.: Podstawy teorii oddziaływań wychowawczych, Warszawa 1982

Łobocki M.: ABC wychowania, Warszawa 1992

Łobocki M.: Teoria wychowania w zarysie, Kraków 2003

Radziewicz J.: O planowaniu pracy wychowawczej, Warszawa 1989

Schulz R.: (oprac., i wybór.). Antropologiczne podstawy wychowania, Warszawa 1996

Code: 05.1-3PESJ-B15-PDO2

Foundations of General Didactics

Number of lecture hours: 20, **number of blackboard classes:** 25

Assessment: credit (blackboard classes)+oral examination

Language of instruction: Polish

Contents Coordinator(s): Sławomir Koziej PhD, Mariola Wojciechowska PhD

Educational targets: Give students specific knowledge about practical activities. Provoke them to critical reflection in accordance with taking decisions in planning and realisation of didactic process.

Contents: Subject and objectives of didactics. Didactics as a science; methods of didactic research. Basic didactic terms: teaching, learning, upbringing, education etc. Didactic systems. Educational aims and contents. Process of instruction. Structural reform and curriculum reform of educational system in Poland. Teaching principles. Methods of teaching and learning. Didactic devices. Organisation of teaching process. Programmed instruction. Educational software. Control and evaluation in educational process. Determinants of school success and failure.

Recommended reading:

Bereźnicki F., Dydaktyka kształcenia ogólnego, Kraków 2001

Kruszewski K. (red.), Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich, Warszawa 1991

Kupisiewicz Cz., Dydaktyka ogólna, Warszawa 2000

Okoń W., Wprowadzenie do dydaktyki ogólnej, Warszawa 1996

Półturzycki J., Dydaktyka dla nauczycieli, Toruń 1997

Code: 05.9-3PESJ-B16-PPR3

Labour Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Zdzisław Stoliński

Educational targets: Show the place and meaning of work in people's lives. Show the methods of preparing children and youth to labour activity. While participating in the classes, students will gain skills in active interpersonal communication.

Contents: Notion, subject and objectives of labour pedagogy. Man – education –work as the basic reference systems in labour pedagogy. Theoretical and methodological bases of labour pedagogy; labour pedagogy among pedagogical sciences and labour sciences; research areas of labour pedagogy; pre-professional training, pro-vocational education, vocational education, permanent education, in-service education, stages of professional development and professional promotion (e.g., in teaching profession), labour vs. choice of profession: vocational guidance, diagnosing and

shaping general usefulness of worker, active job-hunting, shaping one's career: art of presentation, negotiation and interpersonal communication; education vs. problems of unemployment: social and pedagogical consultancy.

Recommended reading:

Kwiatkowski S. M., Symela K. (red): Standardy kwalifikacji zawodowych. Teoria metodologia projekty, Warszawa 2001

Kwiatkowski S. M.: Kształcenie zawodowe. Dylematy teorii i praktyki, Warszawa 2001

Bogaj A.: Relacje między kształceniem ogólnym a zawodowym. Kwiatkowski S.M. (red), Kształcenie zawodowe w warunkach gospodarki rynkowej. Warszawa 1994

Nowacki T.: Podstawy dydaktyki zawodowej, Wydanie 4, Warszawa 1983

Pietrasieński Z.: Podstawy psychologii pracy, Warszawa 1971

Wiatrowski Z.: Podstawy pedagogiki pracy, Bydgoszcz 2000

Code: 14.2-3PESJ-B17-SW2

Sociology of Upbringing

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Maria Sroczyńska PhD

Educational targets: Introduce students to selected subjects of sociological interpretation of phenomena connected with upbringing of human being. Show practical aspects of connection between social communication and quality of life in the globalizing world.

Contents: Place of sociology of upbringing in the structure of social sciences; connections between this subdiscipline and pedagogy; prospects of its development. Problems of structure and functions of educational institutions. Processes of socialisation in social micro- and macrostructures. Influence of culture, changed by globalisation processes, on shaping of individual identity. Selected aspects of social presence of axionormative systems (e.g. religion) and their role in socialising and upbringing processes.

Recommended reading:

Znaniński F., Socjologia wychowania, t 1 i 2, Warszawa 1973

Borowiak A., Szarota P. /red./, Tolerancja i wielokulturowość. Wyzwania XXI wieku, Warszawa 2004

Tillmann K.J., Teorie socjalizacji. Społeczność, instytucja, upodmiotowienie, Warszawa 1996

Mariański J., Wprowadzenie do socjologii moralności, Lublin 1989

Meighan R., Socjologia edukacji, Toruń 1993

Mielicka H. /red./, Socjologia wychowania. Wybór tekstów, Kielce 2002

Feinberg W., Soltis J.F., Szkoła i społeczeństwo, Warszawa 2000

Gries H.M.e, Socjologiczne teorie młodzieży – wprowadzenie, Kraków 1996

Mariański J., Wprowadzenie do socjologii moralności, Lublin 1989

Piwowski W., Socjologia religii, Warszawa 1996

Sztompka P., Socjologia. Analiza społeczeństwa, Kraków 2002

Sztompka P., M. Kucia, Socjologia. Lektury, Kraków 2005

Buchner- Jeziorska A., M. Sroczyńska /red./, Edukacja w cywilizacji XXI wieku, Kielce 2005

Group C Major Subjects

Code: 10.9-3PESJ-C18-PPOO6

Legal Foundations and Organisation of Education

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Stanisław Majewski PhD

Educational targets: Present knowledge of historical ways of development and modern trends in theory and practice of management. Such knowledge is essential for effective organising and managing of various educational institutions. Future educators should have the ability of efficient organisation of own workplace. They also should learn the foundations of educational law, teachers' and school workers' right and duties, as well as competence of people responsible for functioning of every level of educational system.

Contents: Development of various theories of organisation and management: theory of scientific organisation of work, classic theory of work, behavioural school, modern approaches to the theory of organisation: systemic and situational approach. Connections between general theories of organisation and theory of organisation of education. Historical outline of development of the state educational authorities in Poland in the 17th-20th centuries: Commission for National Education, the period of the Partitions of Poland, the Second Republic, World War II, and the Polish People's Republic. Changes in the system of organisation of education in the period of transformations: transition from centralised to decentralised model; growth of competence of the first level of management: principals; school autonomy; socialisation of the organisation of education. School – orientation and organisation. Specificity of management of educational institution, personnel management and management of material resources. Law and professional status of a teacher. Organisation, objectives and competence of school supervision.

Recommended reading:

Balicki M.: Zarządzanie szkolnictwem w Polsce (studium historyczno-porównawcze), Białystok 1978

Bogaj A., Kwiatkowski S.M., Szymański M.J.: Edukacja w procesie przemian społecznych, Warszawa 1998

Elsner D.: 20 problemów pracy własnej dyrektora szkoły, Jelenia Góra 1992

Encyklopedia organizacji i zarządzania, Warszawa 1981

Homplewicz J.: Zarządzanie oświatowe. Zarys problematyki oświatowej teorii organizacji, Warszawa 1982

Kobyliński W. (red.): Organizacja i kierowanie szkołą. Prace zespołu badawczego, Warszawa 1990

Kobyliński W.: ABC organizacji pracy nauczyciela, Warszawa 1988

Kobyliński W.: Podstawy organizacji i kierowania w oświacie, Radom-Warszawa 1994

Pęcherski M., Świątek M.: Organizacja oświaty w Polsce w latach 1917-1977. Podstawowe akty prawne, wyd. 2 zmienione i rozszerzone, Warszawa 1978

Smolański A.: Historyczne podstawy teorii organizacji szkolnictwa w Polsce, t. 1-3, Kraków 1999

Code: 15.0-3PESJ-C19-ME6

Media in Education

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Stefan Krawczyk MA

Educational targets: Introduce students to rules of operation and usage of didactic technical devices; present techniques of using those devices in didactic process; inform students about new media (which have not yet been used in Polish schools or educational institutions); show possibilities of multimedia computer in didactic process; introduce students to various techniques of making didactic materials to visual and audio-visual presentation, with careful consideration of digital technique.

Contents: Presentation in communication process. Methods and ways of sound recording: analog (magnetic and mechanical) and digital (compact disc, MiniDisc). Analog systems of recording of television signal (VHS, SVHS, Hi-8). Digital systems of recording of television signal (mini DV, digital-8, DVD, DVD+RW). Digital recording of static image in computer (photo-CD) and in digital camera (memory card - Memory Stick, SD, CF). DVD – digital high-definition recording of

audio and video files. Home cinema - Dolby Prologic, Dolby Digital, DTS. Multimedia projectors - LCD, DLP, CRT. Multimedia computer usage to making didactic materials: video montage, audio-visual presentations, designing and printing of transparencies.

Recommended reading:

Gajda J., Juszczak S., Siemieniecki B., Wenta K., Edukacja medialna, Toruń 2002

Goban-Klas T., Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu, Warszawa 1999

Łasiński G., Sztuka prezentacji, Poznań 2000

Bogaj A., Kwiatkowski S.M., Infrastruktura medialna szkół, Warszawa 2000

Kwartalnik "Edukacja medialna"

Code: 11.3-3PESJ-C20-TI5

Information Technology

Number of tutorials: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Jerzy Stamirowski

Educational targets: Introduce students to the foundations of information technologies and use of information technologies, especially in social sciences and pedagogy.

Contents: Description and presentation of the basics of selected information technologies. The essence of computer science. Presenting numbers, texts, images and sounds by computer tools, using types and formats and possibilities of their processing. Methods of storing and processing data of various requirements and sizes. Databases, knowledge bases and data warehouses.

Communication technologies in local and global (the Internet) environment. Basics of creating and presenting information for the Internet. Websites and their placement in the network. Multimedia technologies in local and global environment. Rules of building and presenting application linking different formats of data (numbers, text, image and sound). Information technologies in analysis and support real systems work. Environmental specification and analytical modelling of systems: description of data, functions and actions of a system. Modelling of a system using information tools (decisive and simulation models). Foundations of the artificial intelligence and learning systems. Possibilities of modelling of social and educational systems.

Code: 05.6-3PESJ-C21-PAS6

Social Pathologies

Number of lecture hours:15, **number of blackboard classes:** 15

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Rev. Prof. Dr habil. Jan Śledzianowski, Marta Wilk PhD

Educational targets: Introduce students to forms, etiology, phenomenology and social effects of social pathologies as well as prophylactic, therapeutic and rehabilitative possibilities in conditions of modern reality.

Contents: Introduction to theory and notions of modern social pathologies. Abnormalities and disturbances that pose a threat to modern people (e.g., crisis of values, debasement of moral values, growing hostility, lack of sense of security, difficulties in fulfilment of material and psychosocial needs, social callousness, social solitude of a modern man). Introduction to individual forms of social pathologies, which have always concerned people, such as: addiction to toxic substances, crime, prostitution, suicide, aggression, and poverty. Presenting the other forms of social pathologies, which appeared while development of civilisation, e.g., television addiction, internet addiction, shopping addiction, workaholism; unemployment.

Recommended reading:

Śledzianowski J., Uzależnienia wśród młodzieży szkolnej, Wyd. Akademii Świętokrzyskiej, Kielce 2004.
Śledzianowski J., Wychowanie wobec przemocy, Wyd. Karad, Kielce 2004.
W służbie dziecku, Tom I; II; III, pod red. J. Wilka, Wyd. KateDry Pedagogiki Rodziny KUL, Lublin 2003.
Uwarunkowania i wzory marginalizacji społecznej współczesnej młodzieży, pod red. Wł. Kubika i B. Urbana, Wyd. „Ignatianum” Uniwersytetu Jagiellońskiego- Instytut Pedagogiki, Kraków 2005.
Zjawiskowe Formy patologii społecznych oraz profilaktyka i resocjalizacja współczesnej młodzieży, pod red. Sołtysiak T. i Sudar- Malukiewicz J., Wyd. Akademii Bydgoskiej, Bydgoszcz 2003.
Pospiszyl I., Ofiary chroniczne, Wyd. Akademii Pedagogiki Specjalnej, Warszawa 2003.
Cekiera Cz., Ryzyko uzależnień, Wyd. Towarzystwo Naukowe KUL, Lublin 1994.
Zagrożenia w wychowaniu i socjalizacji młodzieży oraz możliwości ich przewycięzania, pod red. T. Sołtysiak, Wyd. Akademii Bydgoskiej, Bydgoszcz 2005.
McWhirter J. J. i inni, Zagrożona młodzież, Wyd. PARPA, Warszawa 2001.

Code: 12.7-3PESJ-C22-EZ5**Health Education****Number of lecture hours:** 15, **number of blackboard classes:** 15**Assessment:** credit with grade**Language of instruction:** Polish**Contents Coordinator(s):** Bożena Zawadzka PhD

Educational targets: Increase students' interest in health problems and support their actions within the scope of identification and solution of own health problems, improvement of own health, and of individual and social development, as well as health care of the others and creation of healthy physical and social environment. Prepare future teachers and educators to teach the education path of Health Education in reformed school on every level of education, as well as working with other social groups in scope of health education.

Contents: Health as the essential notion of health education. Main health problems and methods of prophylaxis. Theoretical and methodological bases of health education. Health promotion. Personal and environmental hygiene. Safety – accidents, injuries and poisoning prevention. Balanced diet. Physical activity. Selected aspects of mental health. Selected aspects of human sexuality. Psychoactive substances usage. In educational contents of the course the main emphasis is put on positive health and issues directly concerning students – young people, who are the main group of addressees of the course.

Recommended reading:

Charzyńska-Gula M., (red.), Środowiskowy program wychowania zdrowotnego w szkole podstawowej i ponadpodstawowej, Lublin 1997
Demel M., Pedagogika zdrowia, Warszawa 1980
Woynarowska B., Sokołowska M., Jak tworzymy szkołę promującą zdrowie, Warszawa 1993
Woynarowska B., Zdrowie i szkoła, Warszawa 2000
Karski J. B., Promocja zdrowia, Warszawa 1995

Group D Specialised Courses

Code: 09.9-3PESJ-D23-WKA5**Knowledge of English-Speaking Countries****Number of lecture hours:**10, **number of blackboard classes:** 10**Assessment:** credit with grade**Language of instruction:** English

Contents Coordinator(s): Grzegorz Trębicki PhD

Educational targets: Broaden students' knowledge of issues connected with modern life of residents of Anglo-Saxon countries. Introduce students to history, geography, economy, political systems, educational systems, culture and customs of the United Kingdom, the United States of America, Canada and Australia. Inspire students to search information and broaden their knowledge on their own.

Contents: Outline history of the United States of America. Outline history of Great Britain. Canada: history, civilisation and culture. Australia: history, civilisation and culture. History of Ireland; conflict. Modern symbols of Anglo-Saxon culture. Public life and institutions. Art in the 20th century. American economy. British economy. Great Britain after accession to the European Union. America after September 11th. Lifestyle in Anglo-Saxon countries. Anglo-Saxon countries on the crossing of cultures. Role of mass media and mass culture.

Recommended reading:

Crowther J. (red.), Oxford Guide to British and American Culture, Oxford 2000

Harvey P., Jones R., Britain Explored, Harlow 1992

Seath J., Sheerin S., White G., Spotlight on Britain, Oxford 1992

Stevenson D. K., American Life and Institutions, Stuttgart 1989

Diniejko A., English-Speaking Countries, Warszawa 1994

Code: 09.9-3PESJ-D24-GP1,2,3

English Grammar

Number of lecture hours: 30, **number of blackboard classes:** 60

Assessment: credit (blackboard classes)+examination

Language of instruction: English

Contents Coordinator(s): Michał Mazurkiewicz MA

Educational targets: Describe grammar issues, develop students' sensitivity to correctness in English grammar, develop skills of error correction, solve tests on the level of FCE.

Contents: Tenses: Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Simple Past, Past Continuous, Past Perfect, Past Perfect Continuous, Future Simple, Future Continuous, Future Perfect, Future Perfect Continuous; conditional sentences; "have something done"; modal verbs: can, may, must, should, need; reported speech; passive voice: positive sentences, questions, negations; various types of questions; articles: a, an, the; "to/so that" sentences; inversion – negative phrases; attributive clauses; "verb + object + infinitive" structure; all kinds of emphatic sentences; prepositions; all kinds of pronouns; verbal noun/infinitive – all configurations; "one" as a subject – impersonal sentences; phrasal verbs: take, put, get etc.; idioms; FCE tests: transformations, filling in blanks; error correction, word-building (different sources).

Recommended reading:

Evans V., FCE Use of English, Express Publishing, Swansea 1998

Jasińska B., Repetytorium z gramatyki języka angielskiego., Warszawa 1998

Walcyn-Jones P., Test your English Idioms, Penguin London 1990

Różne zbiory testów gramatyczno-leksykalnych na poziomie FCE

Code: 09.9-3PESJ-D25-FF1,2

English Phonetics and Phonology

Number of lecture hours: 15, **number of blackboard classes:** 45

Assessment: credit (blackboard classes)+writing examination

Language of instruction: English

Contents Coordinator(s): Michał Mazurkiewicz MA

Educational targets: Sensitise students to diversities between Polish and English pronunciation; correct students' English pronunciation. Introduce students to principles of phonetic transcription of single words (especially those of specific pronunciation, so-called "trap words"), sentences and

texts in English; develop that skill.

Contents: Articulators (structure and functions) – detailed description of palate and tongue; sounds (vowels, consonants, diphthongs and triphthongs) – comparison of Polish and English sounds; aspiration; syllables (weak and strong); stress in words and sentences – detailed description of rules; weak forms – shortening of syllables, elision; types of phonetic transcription; processes in fast speech (elision, assimilation, linking, and rhythm) – detailed description; comparison with Polish; American English – differences in speech and writing; intonation (rising and falling) – functions; homophones; homographs; phonemes (types of distribution) – comparison with Polish.

Recommended reading:

Balutowa B., Wymowa angielska dla wszystkich, Warszawa 1990

Roach P., English Phonetics and Phonology, Cambridge 1991

Wells J.C., Pronunciation Dictionary, Longman 2003

Code: 09.9-3PESJ-D26-SZ1,2,3,4,5,6

Integrated Skills

Number of blackboard classes: 210

Assessment: credit (blackboard classes)+examination

Language of instruction: English

Contents Coordinator(s): Anna Hajdukiewicz MA, Anna Poniewierska MA

Educational targets: Improve, consolidate and develop of such skills as: speaking, listening, writing, reading, and grammar issues.

Contents: This is an intermediate to upper-intermediate course. Speaking is developed by conducting simulated dialogues, correct reactions and answering questions, preparation of so-called “topics”, i.e., statements on previously given subject, giving advice, expressing one’s opinions. Writing is developed during the whole course by writing formal and informal letters, essays and reviews. Reading is developed on the bases of texts from a handbook, and other materials, such as English newspapers, fragments of books, and interviews. Listening is necessary to develop skill of understanding of spoken texts. Students listen to texts recorded by native speakers in order to improve pronunciation, by listening to rhythm and intonation. Grammar issues are strictly connected with other skills. These contain such exercises as: transformations, multiple-choice tests, open texts, word building and error correction. During the course students should gain skills of efficient communication (both written and spoken) as well as use of specialist literature.

Recommended reading:

Duckworth M., Gude K., Countdown to First Certificate, Oxford 1999

Morris S., Stanton A., The Nelson First Certificate Course, Longman 1993

Vince M., First Certificate Language Practice, Heinemann 2003

Naunton J., Think Ahead to First Certificate, Longman 1990

Evans V., FCE Use of English, Express Publishing 1998

Code: 09.2-3PESJ-D27-LITA6

English and American Literature

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): Grzegorz Trębicki PhD

Educational targets: The aim of this course is to introduce students to essence and function of literature, as well as foundations of literary studies, main terms of analysis and interpretation of

literary work. Equip students with skills in analysing and interpreting English literary works. Further on, outline history of English and American literature will be presented to students. During the course there will be several poetic works, one drama, one novel, two short stories and short fragments of non-fiction interpreted in detail in English. Moreover, the important aspect of the course is to improve spoken and written English in practice, by discussions and essays, as well as study the selected literature.

Contents: Introduction to literature. What is literature? Essence of literature, characteristics of a literary work, functions of literature. Literature and literary studies (essence, objectives and disciplines of literary studies). Literary forms and literary genres. External problems of literature (literary studies as an interdisciplinary science, connections between literature and other fields of science and art). Basic concepts of analysis and interpretation of a literary work. History of English literature. Old English and Middle English literature. Literature of the Renaissance. Elizabethan drama. Literature of the 17th century. Metaphysical and Puritan Poetry. Literature of the 18th century: Neoclassicism, Pre-Romanticism and origins of the novel. Romanticism. Victorian literature. Poetry, prose and drama at the turn of 19th and 20th centuries. Modernism in poetry and drama. History of American literature. The birth of American literature. Puritan literature. American literature in the 18th century. Romanticism in America. Transcendentalism. Dickson and Whitman. American novel in the 19th century. Modernism in America. Lost generation. Poetry, prose and drama in the 1st half of 20th century.

Recommended reading:

Bela T., The College Anthology of English Literature, Kraków 1997
Cuddon J. A., A Dictionary of Literary Terms, Longman 1987
Diniejko A., A Selection of English Poetry (manuscript), Kielce 1998
Diniejko A., An Introduction to the Study of Literature, Kielce 1998
High, Peter S., An Outline of American Literature, London 1986

Code: 09.9-3PESJ-D28-WJ5

Introduction to Linguistics

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): Anna Poniewierka MA

Educational targets: Introduce students to historically arranged outline of scientific study of natural language, structure of natural language (phonetics, grammar, semantics) and confrontation of structures of natural and formal languages.

Contents: The nature of human language, Grammatical aspects of language, Phonology, Morphology, Semantics, Syntax, The history of writing, Social aspects of language, The biological aspect of language, Animals and human language, The origins of language, The properties of language, The sounds of language, The sound patterns of language, Words and word-formation process, Discourse analysis, Language and machines, First language acquisition, Second language acquisition, Language history and change, Language varieties, Language, society and culture.

Recommended reading:

Fromkin V., Rodman R., An Introduction to Language, CBS College Publishing 1983
Krapiec M. A., Język i świat realny, Lublin 1984
Lyons J., Wstęp do językoznawstwa, Warszawa 1975
Yule G., The Study of Language, Cambridge 1985
Praca zbiorowa, Encyklopedia językoznawstwa ogólnego, Ossolineum

Code: 09.9-3PESJ-D29-MPJ2,3,4,5

Methodology of English Language Teaching to Children

Number of lecture hours: 30, **number of blackboard classes:** 80

Assessment: credit (blackboard classes)+examination

Language of instruction: English

Contents Coordinator(s): Izabela Jaros MA

Educational targets: Equip students with the knowledge of English teaching in preschool and early school education.

Contents: English teaching to preschool and early school children. Choice of educational method (conventional and unconventional methods). Lesson planning. Teachers' behaviour during lessons and success in pedagogical work. Pupils' individual qualities in foreign language learning. Lesson as training in communication. Discipline during lesson. Teaching pronunciation, rhythm and intonation. Teaching grammar. Developing linguistic skills: listening, reading, speaking and writing. Methods of integration of linguistic skills. Linguistic errors. Control of educational achievements. Teachers' development. Integration of English and other subjects.

Recommended reading:

Feunteun A., Vale D., Teaching Children English, Cambridge 2000

Halliwell S., Kissinger L., Primary English Language Teaching, Harlow 1993

Komorowska H., Metodyka nauczania języków obcych, Warszawa 1999

Moon J., Children Learning English, Oxford 2000

Pamuła, M., Metodyka nauczania języków obcych w kształceniu zintegrowanym, Warszawa 2003

Code: 05.9-3PESJ-D30-ŚPJA6

Midyear English Training in Kindergarten and Primary School Grades I-III

Number of blackboard classes: 20

Assessment: credit with grade

Contents Coordinator(s): Izabela Jaros MA

Educational targets: Students training derives from the curriculum and has the aim to introduce students to practice use of their knowledge of pedagogy and methodology of preschool English language education.

Contents: Introduction to a kindergarten and school, its administrative and pedagogical base, its documentation and uniqueness of work with various age groups. Developing of students' predispositions to conduct integrated classes in all educational areas. Presenting the programme structure of the contents of all thematic areas. Developing students' abilities to organise educational process, create the positive atmosphere among children; and creating the conditions for pupils' individual development.

Code: 05.9-3PESJ-D31-PRZ2

Preschool Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): E Zyzik PhD, M Kwaśniewska PhD

Educational targets: Present theoretical bases of practical educational and didactic actions in kindergarten with connection to psychological and biomedical research as well as modern didactic solutions. Emphasise integral character of preschool education, arranging different contents in

specific forms of work with children. Connection of achievements of psychological and pedagogical sciences with practical achievements of preschool education.

Contents: Introduction to programme structure of preschool education within the areas of: society, environment and culture. Development of ability of organising the educational process in a kindergarten. Training towards abilities of adapting tasks to pupils' possibilities and interests; creating proper conditions for individual speed of work; developing pupils' knowledge and interests; developing competence to creating situations to enable pupils' self-knowledge. Using various forms and methods of educational work in a kindergarten.

Recommended reading:

Kwiatkowska M. (red.), Podstawy pedagogiki przedszkolnej, Warszawa 1985

Guz S., Edukacja przedszkolna w okresie przemian, Warszawa 1995

Ratajek Z., Z zagadnień wychowania i kształcenia dzieci 6-letnich, Kielce 1994

Brzezińska A., Czuba T., Dziecko w zabawie i świecie języka, Poznań 1995

Zwiernik M., Alternatywa w edukacji przedszkolnej, Wrocław 1996

Code: 05.9-3PESJ-D32-MWP4,5

Methodology of Preschool Integrated Education

Number of blackboard classes: 45

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): E Zyzik PhD, M Kwaśniewska PhD

Educational targets: Present theoretical bases of practical educational and didactic actions in kindergarten with connection to psychological and biomedical research as well as modern didactic solutions. Emphasize integral character of preschool education, arranging different contents in specific forms of work with children. Connection of achievements of psychological and pedagogical sciences with practical achievements of preschool education.

Contents: Introduction to pedagogical literature on methodology of preschool teacher's work within the areas of: society, environment, art and culture. Developing the abilities of organising educational process in a kindergarten. Training towards adapting tasks to pupils' needs, capabilities and interests. Develop executive competence of taking pedagogical actions, developing pupils' interests and knowledge. Developing abilities of using various forms and methods of preschool educational work. Pedagogical reflection on every child's good.

Recommended reading:

Kamińska K., Nauka czytania dzieci w wieku przedszkolnym, Warszawa 1999

Dmochowska M., Zanim dziecko zacznie pisać, Warszawa 1991

Fiedler M., Matematyka już w przedszkolu, Warszawa 1991

Brzezińska A., Czuba T., Dziecko w zabawie i świecie języka, Poznań 1995

Zieloną ścieżką, Edukacja ekologiczna, Przewodnik dla nauczyciela, Warszawa 1996

Code: 05.9-3PESJ-D33-ŚPP5,6

Midyear Training in Kindergarten

Number of blackboard classes: 45

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): E Zyzik PhD, M Kwaśniewska PhD

Educational targets: Students training derives from the curriculum and has the aim to introduce students to practice use of their knowledge of pedagogy and methodology of preschool integrated education. Training is strictly connected with the Methodology of Preschool Integrated Education

course.

Contents: Introduction to a kindergarten, its administrative and pedagogical base, its documentation and uniqueness of work with various age groups. Developing of students' predispositions to conduct integrated classes in all educational areas. Presenting the programme structure of the contents of all thematic areas. Developing students' abilities to organise educational process, create the positive atmosphere among children; and creating the conditions for pupils' individual development.

Recommended reading:

Chanvel D., Casanova A., Podręcznik przedszkolanki. Grupa młodsza i średnia, Warszawa 1998

Lipina S., Kształtowanie pojęć u dzieci w wieku przedszkolnym, Warszawa 1984

Bogdanowicz Z., Zabawy dydaktyczne dla przedszkoli, Warszawa 1990

Duraj-Nowakowa K., Tematy systemowe w przedszkolu. Geneza i założenia, planowanie, przykłady, Kraków 1997

Łada-Grodzicka A., Przewodnik metodyczny ABC sześciolatka, Warszawa 1999

Code: 05.9-3PESJ-D34-PW2

Primary School Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes) + examination

Language of instruction: Polish

Contents Coordinator(s): Lidia Pawelec PhD

Educational targets: Connect traditional approach with the latest modern orientations and trends. Introduce students to theoretical knowledge of primary school education, which should be used in practice. Provoke critical reflection on decision taking process in planning and realisation of didactic process in early school education. Help students (teachers and educators) to discover and realise own pedagogical vision of integrated education as well as individual pedagogical and educational views and preferences.

Contents: Development of primary school education as a science; methodological orientations, modern trends if innovation of early school education, educational contents, choice and structure of educational contents, types of lesson, issues of educational work, stimulation of cognitive development, prescriptive image of a teacher, problems of efficiency of early school education.

Recommended reading:

Adamek I., Podstawy edukacji wczesnoszkolnej, Kraków 1997

Duraj-Nowakowa K., Integrowanie edukacji wczesnoszkolnej, Kraków 1998

Wiechowski R., Pedagogika wczesnoszkolna, Warszawa 1993

Roszkowska-Przetacznik M., Wtorkiewicz L., Ocenianie opisowe – diagnoza i motywacja, Kraków 2000

Stasica J., Pierwsze dni w szkole uczniów klasy pierwszej (konspekty zajęć), Kraków 2000

Code: 08.9-3PESJ-D35-NJ6

Language Studies

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Marek Kałny

Educational targets: Broaden and consolidate knowledge of rules systematising linguistic forms; prepare students to teaching Polish on the level of early school education and conduct developing speech and thinking classes to kindergarten children, widen students' culture of language.

Contents: Introduction to basic knowledge of phonological, morphological, lexical and syntactic systems of language. Present physical and physiological determinants of speaking, listening and understanding; functioning of vocal organs; description of articulation and acoustics of sounds and classification of sounds; assimilations; principles of phonetic writing; sources of divergence between speech and writing; classification of words – on account of meaning, function and build; contents and meaning of words; real meaning, etymological meaning, metaphorical meaning; word-building – types of word-building classes, types of formants, word-building categories; inflected and uninflected parts of speech; main types of declension; conjugative forms; set phrases and types of set phrases; types of utterances; relationships of words in a sentence; analysis of simple and compound sentences; correctness of texts.

Recommended reading:

Bąk P., Gramatyka języka polskiego, Warszawa 1978
Klemensiewicz Z., Podstawowe wiadomości z gramatyki języka polskiego, Warszawa 1970
Jaworski M., Podręczna gramatyka języka polskiego, Warszawa 1974
Gramatyka opisowa języka polskiego z ćwiczeniami, prac. zbior. pod red. B. Wieczorkiewicz, M. Doroszewski, t. 1, t. 2, Warszawa 1964
Wierzchowska B., Fonetyka i fonologia języka polskiego, Wrocław 1980
Grzegorzczkowska R., Zarys słowotwórstwa polskiego, Warszawa 1982
Tokarski J., Fleksja polska, Warszawa 1978
Jodłowski S., Podstawy polskiej składni, Warszawa 1977

Code: 08.9-3PESJ-D36-LIT1

Literature for Children and Youth

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Marek Kątny

Educational targets: Prepare students to didactic and educational work with literature for children and youth. Realise reading needs, possibilities of reception. Introduce main tendencies of development of this discipline. Create skills of judging book in terms of aesthetic and ability of proper use of methods of literary analysis. Stress the need of regular contacts with literature.

Contents: Work of poetry, its characteristics and functions. Characteristics and functions of prose for children and youth, issues of handicapped children and problems of drug addiction. Presenting the most eminent interwar and modern writers. Syncretism of prose works, significance of the protagonist, composition structures, thematic and formal structures, fables and fairy tales with particular emphasis on multidimensional character of fairy tales, meaning of modern fairy tales, and their therapeutic sense. Educational aspects of literature are of constant lecturers' interest.

Recommended reading:

Białek J. Z., Literatura dla dzieci i młodzieży w latach 1918-1939, Warszawa 1979
Frycie S., Literatura dla dzieci i młodzieży w latach 1945-1970, cz. I, Warszawa 1978, cz. II, Warszawa 1982
Pałowski J., Kątny M., Literatura dla dzieci i młodzieży, Kielce 1995
Chęcińska U. (red.), Dziecko i jego światy w poezji dziecięcej, Szczecin 1994
Kuliczowska K., W świecie prozy dla dzieci, Warszawa 1983

Code: 05.9-3PESJ-D37-EPL3

Integrated Primary School Education in Polish Education

Number of lecture hours:15, **number of blackboard classes:** 30

Assessment: credit (blackboard classes) + examination

Language of instruction: Polish

Contents Coordinator(s): Irena Stańczak PhD, Elżbieta Zyzik PhD

Educational targets: Effective learning and solving of cognitive and realizational problems, collaboration and work in a group. Introduction to methodological knowledge of Polish education. The essence of the course is to base the education on students' activity and independence while broadening knowledge and their natural curiosity and creativity. Training students in Polish education is understood as a process of inspiring and supporting individual development to particular, more or less accepted, aims.

Contents: Gaining wide knowledge of methodology of Polish education on the grounds of curriculum; using cognitive strategies and methodologies course of action in work with pupils of grades 1-3; student's ability to use techniques of effective learning; ability of planning and organising own methodological work with pupils' team; ability of using various sources of information (e.g., the Internet); ability of evaluation of own work (self-evaluation); ability of noticing, defining and solving problem situations; predicting the results of own actions; ability of working for the others and cooperating work in a group; ability of public speaking; ability of emphasising the speech by various means.

Recommended reading:

Jakubowicz A., Lenartowska K., Plenkiewicz M., Czytanie w początkowych latach edukacji, Bydgoszcz 1999

Kida J., Hadała, Dyka F., Koncepcje metodyczne pracy z lekturami w klasach I-III, Rzeszów 2000

Kołodziejska I., Teatrzyk dla klas młodszych, Płock 1997

Cieszyńska J., Nauka czytania krok po kroku, jak przeciwdziałać dysleksji, Kraków 2001

Węglińska M., Opowiadanie jako forma wypowiedzi w klasach początkowych, Kraków 1997

Code: 14.9-3PESJ-D37-EPD3

Integrated Primary School Education in Ecological Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Introduce students to modern ideas of environmental education in early school education, to new methods, forms and devices of environmental education in early school education. Present available didactic materials, rules of working out those materials. Present principles of preparation and performance of educational projects in environmental education. Introduce knowledge and skills and shape students' attitude towards the issues on environmental protection, shape ecological consciousness. Sensitise students to the problem of shaping early school pupils' proecological attitude. Develop future teachers' workshop.

Contents: Description of contents and objectives of environmental education in early school education. Main notions of environmental study. Meaning of pupils' research in development of logical thinking and reflective attitude towards the studies phenomena. Active introduction of pupils to understanding of factors of protection and shaping of environment. Early school pupils' ecological education. Place and role of exposing methods in environmental education in early school education. Development of pupils' activity in learning nature. Issues of nature in integration process in early school education. Methods supporting educational activity, forms of work and didactic devices in environmental education. Shaping notions of nature. Developing pupils' skills in the process of getting to know nature. Planning of didactic and educational work in environmental education. Education in ecology, zoology and environmental protection as a challenge to modern education. Factual bases of environmental education.

Recommended reading:

Środowisko społeczno – przyrodnicze w klasach I – III. Książka przedmiotowo – metodyczna, Warszawa 1989.

Więckowski R., Edukacja środowiskowa, [w:] Pedagogika wczesnoszkolna, red. R. Więckowski, Warszawa

1993.

Kufit G., Kształtowanie wyobrażeń i pojęć historycznych w nauczaniu początkowym, Warszawa 1980.

Korzeniewski B., Kształtowanie wyobrażeń i pojęć historycznych w nauczaniu początkowym, Warszawa 1986.

Frątczakowie E. J., Ochrona i kształtowanie środowiska w edukacji dzieci przedszkolnych, Warszawa 1987.

Code: 14.9-3PESJ-D37-ES3

Integrated Primary School Education in Social Education

Number of lecture hours:15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Introduce students to systematised academic knowledge of social education. Develop cognitive interests and creative attitude towards the issues discussed the classes of social education. Realise the importance of shaping basic and professional social competence that is necessary in everyday life and influences realisation of individual's goals. Learn skills and responsibility in planning of future pedagogical work.

Contents: Structure, duties and functions of a family; socialisation process (e.g., political); democratic society; social groups and norms; culture; values; social, political and civil education; role of the labour market; definition and classification of needs, chances and changes in satisfying needs; complementarity and substitution; cooperation of family, school and local environment for better educational effects; economic environment – history, modern market and main mechanisms.

Recommended reading:

Cudak H., Socjalizacja i wychowanie we współczesnych rodzinach polskich, Piotrków Trybunalski 2001

Mendel M., Edukacja społeczna. Partnerstwo rodziny, szkoły, gminy w perspektywie amerykańskiej, Toruń 2001

Pedagogika i edukacja wobec nowych wspólnot i różnic w jednoczącej się Europie, Materiały z IV ogólnopolskiego Zjazdu Pedagogicznego, pod redakcją E. Malewskiej i B. Śliwierskiego, Kraków 2002

Rittel S. J., Podręcznik Obywatela Unii Europejskiej. Demokracja Rynek, Wrocław 1993

Tyszka Z., Socjologia rodziny, 2001

Code: 11.1-3PESJ-D37-EM3

Integrated Primary School Education in Mathematical Education

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit (blackboard classes) + examination

Language of instruction: Polish

Contents Coordinator(s): E Kopeć PhD

Educational targets: Develop skills of independent panning, organising and evaluating effects of teaching maths within the early school education, taking into account modern views on school mathematics and teaching maths, modern didactic and psychological theories on considering individual differences between children and differences in learning styles, as well as possibilities of integration of mathematical and other contents. Introduce to the theory and rules of critical analysis of modern curricula, evaluation of handbooks, didactic aid and other methodological materials for early school education.

Contents: Review of modern didactic and psychological theories on teaching mathematics in early school education; operational character of mathematics and functional teaching; analysis of concrete, imagined and abstract operations; heuristic plan in functional method; development of

mathematical notions on the basis of functional teaching concept, as well as P van Hiele's and J Bruner's theories; mathematical activity of a child in a process of teaching maths, difficulties in learning maths. Integration of teaching maths and other subjects; text items, types of text items and methods of solving. Notion of equation and inequality on multilevel scheme of functional method, methods of solving equations on the basic level. Natural numbers, many-sidedness of natural numbers. Developing basic notions of geometry. Diagnosis and evaluation of pupils' achievements.

Recommended reading:

Gruszczyk-Kolczyńska E., Dzieci ze specjalnymi trudnościami uczenia się matematyki, Warszawa 1994

Gruszczyk-Kolczyńska E., Dlaczego dzieci nie potrafią się uczyć się matematyki, Warszawa 1999

Semadeni Z.(red.), Nauczanie początkowe matematyki, Warszawa, t. 1, 1981, t. 2, 1984, t. 3, 1985, t. 4, 1988

Siwek H., Czynnościowe nauczanie matematyki, Warszawa 1998

Treliński G., Kształcenie matematyczne w klasach początkowych, Kielce 1995

Code: 03.2-3PESJ-D37-MUZ3

Integrated Primary School Education in Music Education

Number of blackboard classes: 30

Assessment: credit with grade

Contents Coordinator(s): Prof. Dr habil. Irena Szypułowa

Educational targets: Receive didactic skills necessary for conducting music classes in preschool and early school education.

Contents: Theoretical foundations of music education with emphasis on modern systems of music education (Z Kodaly, E Jagues–Dalcroze and K Orff) and their integrational functions within education. Methodological issues contain description of five types of music activity (i.e. singing, playing school musical instruments, music and motion activities, composing music and perceiving music), as well as organisation and course of didactic and educational processes (didactic games) and planning of didactic and educational work (scenarios, projects, abridgements, curricula).

Recommended reading:

Nauczanie muzyki w klasach wczesnoszkolnych, Zarys metodyki nauczania początkowego, t. VI, pod red, I. Szypułowej, Kielce 1988

Chyła-Szypułowa I., Muzyka w zintegrowanej edukacji wczesnoszkolnej, [w:] Kwartalnik ISME 2003, nr 1-2-3, s. 36-42

Pękala A., Idee wychowania muzycznego w polskiej myśli pedagogicznej, Częstochowa 2001

Szypułowa I., Pieśń szkolna – jej teoria, historia oraz miejsce w repertuarze edukacyjnym polskiego szkolnictwa XIX i XX wieku, Kielce 1994

Jankowski W., Wychowanie muzyczne w szkole ogólnokształcącej, 1970

Code: 03.1-3PESJ-D37-EPS3

Integrated Primary School Education in Fine Arts Education

Number of blackboard classes: 30

Assessment: credit with grade

Contents Coordinator(s): Magdalena Miernik MA, Anna Stawecka MA

Educational targets: Create students' creative attitude as the condition for development of child's creativity. Develop manual dexterity. Develop open attitude towards all forms of expression and aspects of child's creativity. Develop students' interests in fine arts.

Contents: Main notions of fine arts concerning drawing, painting, graphics and sculpture as well as the oeuvre of the artists, whose works can be used in work because of their reception among children. Plastic techniques (concerning drawing, painting, graphics and sculpture) on the level adjusted to the child's development. Psychophysical and plastic development of a child (capabilities depending on the age; preferences in the choice of techniques and tools). The most attractive forms and methods of organising work with children.

Recommended reading:

Daszyńska M., Techniki graficzne, Warszawa 1992
Marcinkowska K., Bryły i reliefy, Warszawa 1998
Osęka A., Spojrzenie na sztukę, Warszawa 1987
Szuman S., Sztuka dziecka. Psychologia twórczości rysunkowej dziecka, Warszawa 1990
Hohensee-Ciszewska H., ABC wiedzy o plastyce, Warszawa 1988

Code: 16.1-3PESJ-D37-MOT3

Integrated Primary School Education in Motor Activity Education

Number of blackboard classes: 30

Assessment: credit with grade

Contents Coordinator(s): Magdalena Lelonek MA

Educational targets: Theoretical and practical preparation of students to organisation, planning and realisation of motor activity education process in a kindergarten and primary school.

Contents: Place and role of physical education in early school education, programme of physical education, methods and forms of physical education, lesson: construction, organisation, courses, scenarios. Organisational forms of preschool work. Educational values of motion games. Motion games in teaching gymnastic and athletics skills, as well as preparing to team games, recreational games, and sport mini games – methodology of selected skills teaching. Preparation of collection of exercises and scenarios, conducting motion activities.

Recommended reading:

Grabowski H., Teoria fizycznej edukacji, Warszawa 1999
Nowakowska K., Wybrane zagadnienia z metodyki wychowania fizycznego, Kielce 1999
Strzyżewski S., Proces kształcenia i wychowania w kulturze fizycznej, Warszawa 1996
Sulisz S. (red.), Wychowanie fizyczne w kształceniu zintegrowanym, Warszawa 2000
Trześniowski R., Gry i zabawy, Warszawa 1996

Code: 06.9-3PESJ-D37-ET3

Integrated Primary School Education in Technical Education

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Sławomir Koziej PhD

Educational targets: Prepare students to conduct technical classes on the level of preschool and early school education. Methodological and factual issues: contents of technical education on the grounds of base curriculum and selected curricula for preschool and early school education.

Introduce the principles, methods and forms of realisation of the contents, develop the ability of planning, organising and conducting lessons; present materials, tools and technical devices; develop basic technological skills of processing of various materials (mostly paper).

Contents: Role of technical education in preschool and early school education. Objectives and contents of technical education. Technical culture. Developing technical notions and pupils' technical thinking. Principles and methods of technical education. Materials science and technology: paper, wood, metals, plastics, textile material and foodstuffs. Assembly and disassembly of technical (mechanical and electrical) devices with the use of assembly tools kit. Control and evaluation in technical education. Didactic devices in technical education. Development of processing of various materials (paper, plastics, metals, textile materials) while realising the selected technical tasks.

Recommended reading:

Bartoskiński J., Technika w klasach I-III. Przykłady prac, Kielce 1992
Dąbrowski A., Praca-technika w klasach I-III. Książka pomocnicza dla nauczyciela, Warszawa 1983

Kazberuk J., Nauczanie pracy-techniki w klasach I-III. Zarys metodyki, Warszawa 1990
Mrozkiewicz J., Kształcenie ogólnotechniczne w nauczaniu początkowym, Warszawa 1985
Zajda K., Wychowanie techniczne w przedszkolu, Warszawa 1990

Code: 05.9-3PESJ-D38-ŚPS3,4

Midyear Training in Primary School Grades I-III

Number of blackboard classes: 60

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): M Parlak PhD, I Stańczak PhD

Educational targets: Introduce students to holistic presentation of educational contents, methods, forms of work, didactic devices, and documentation and functioning of schools of training.

Contents: Midyear training has the aim to prepare students for the continuous training in training schools; for the exchange of experiences, discussion and active participation in educational activities. Its objective is to learn the holistic presentation of educational contents, areas, methods, forms of work and didactic devices. Students should be introduced to specifics of the subject in the form of workshop. Training prepares students to gaining skills of designing scenario of integrated classes, collecting of modern methodological literature on selected fields of education, introducing to the current documentation and forms of functioning of schools of training, and developing skills in making and maintaining contacts with teachers and parents for the harmonious child's development.

Recommended reading:

Węglińska M., Jak przygotować się do zajęć zintegrowanych, Kraków 2002

Andrukowicz W., Edukacja integralna, Kraków 2001

Scenariusze zajęć integralnych, Poznań 1999

Tyszkiewicz B., Scenariusz zajęć – klasa III, „Nauczanie Początkowe” 2001 Nr 5

Sadowiska S., Metodyka ośrodków pracy propozycją edukacyjną dla zreformowanej szkoły, „Wychowanie Na Co Dzień” 2001 Nr 1-2, (cz. I), Nr 3 (cz. II). Wkładka metodyczna.

Code: 05.6-3PESJ-D39-MDR4

Methodology of Corrective-Compensatory Work

Number of lecture hours: 10, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Prepare students to work with pupil with specific learning difficulties; arouse students' curiosity about searching own methods of corrective-compensatory work in didactic process of dealing with child with specific learning difficulties. Accustom students to regular self-education in searching and discovering new solutions in work with children with specific learning difficulties.

Contents: Theoretical bases, objectives, principles, methods and forms of corrective-compensatory work; description of organisation and conduct of corrective-compensatory activities, objectives of corrective-compensatory activities; corrective-compensatory workshop; selected methods and exercises used in work with pupil with specific difficulties, improving main perceptual and motor functions; planning and designing of corrective-compensatory activities.

Recommended reading:

Czajkowska I, Herda K. Zajęcia korekcyjno-kompensacyjne w szkole, WSiP, Warszawa 1996

Gruszczuk-Kolczyńska E., Dzieci ze specyficznymi trudnościami w uczeniu się matematyki, Warszawa 1994

Kaja B., Zarys terapii dziecka, Bydgoszcz 1995

Pileccy W. i J. (red.), Stymulacja psychoruchowego rozwoju dzieci o obniżonej sprawności umysłowej, Kraków 1995

Szurmiak M., Podstawy reedukacji uczniów z trudnościami w czytaniu i pisaniu, Warszawa 1987

Code: 03.2-3PESJ-D40-ZU1

Music

Number of tutorials: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Szypułowa

Educational targets: Develop students' creative and reconstructive, creative and perceptual skills in order to enable conducting music lessons in preschool and early school education.

Contents: Development of skills of proper intonation of child songs, basics of play on the school music instruments, ability of reading notes using solmisation, and playing instruments using letter names of sounds, fundamental music and motion skills, and creating and listening to music. Music exercises and games with use of rhythmic values and basic rhythmic groups in paired and unpaired metre. Inhibitive-icitative exercises and music and motion correlation games.

Recommended reading:

Szypułowa I., Zajęcia umuzykalniające, Kielce 1992

Szypułowa I., Śpiewnik szkolny, Kielce 1992

Stasińska K., Instrumentarium Orffa w szkole, Warszawa 1986

Stasińska K., 120 lekcji muzyki w klasach 1-3, Warszawa 1995

Smoczyńska-Nachtman, U., Muzyka dla dzieci, Warszawa 1992

Code: 03.2-3PESJ-D41-EIG6

Voice Emission

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Piotr Pasiński MA

Educational targets: Develop proper habit within the voice emission; prophylaxis – conscious protection of vocal organ from treats and illnesses connected with overextension; assessment of the state of vocal organ with the use of specialist devices; active counselling for teachers; exercises for voice hygiene (for students and teachers).

Contents: Acoustic bases of voice. Build and function of vocal organ. Pathology of voice. Hygiene of voice. Practical methods of voice exercises. Breathing exercises. Phonetic exercises. Articulation exercises. Principles of Polish pronunciation. Selected vocal techniques.

Recommended reading:

Foniatria kliniczna, pod red. A. Pruszevicza, Warszawa 1981

Gawęda K., Łazewski J., Uczymy się poprawnej wymowy, Warszawa 1986

Głos narzędziem pracy. Poradnik dla nauczycieli, pod red. M. Śliwińskiej-Kowalskiej, Łódź 1999

Mitrinowicz-Modrzejewska A., Fizjologia głosu i mowy, Warszawa 1963

Torasiewicz B., Mówię i śpiewam świadomie. Podręcznik do nauki emisji głosu, Kraków 2003

Code: 12.9-3PESJ-D42-LDT5

Logopaedics – Diagnosis and Therapy

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Piotr Pasiński MA

Educational targets: Introduce students to basic knowledge of norms and all disorders as well as causes of the disorders in child language development. Equip students with skills of diagnosing symptoms of abnormal development and taking effective prophylactic and stimulating actions in order to facilitate child's development of linguistic skills.

Contents: Essence of language and speech – social, psychological and psycholinguistic aspects. Linguistic and communicative competence. Development of linguistic skill and determinants of its acquisition. Infantile aphasia in children with listening disorder, disorder of mental development and infantile cerebral palsy – logopaedic actions. School situation of children with speech impediments and speech disturbances. Basics of diagnosis of speech disorders. Classification of speech disorders. Methods and exercises of stimulation of language skills development. Place and meaning of orthophonic exercises in preschool education. Logopaedic prophylaxis. Organisation of logopaedic care in Poland.

Recommended reading:

Jastrzębowska G., Podstawy logopedii :dla studentów logopedii, pedagogiki, psychologii i filologii, Opole 1995

Kaczmarek L, Nasze dziecko uczy się mowy, Lublin 1970

Kurcz I., Język a psychologia: podstawy psycholingwistyki, Warszawa 1999

Gałkowski T., Jastrzębowska G. (red), Logopedia. Pytania i odpowiedzi, Opole

Minczakiewicz E., Mowa, rozwój, zaburzenia, terapia, Kraków 1997

Sachajska E., Uczymy poprawnej wymowy: metodyka postępowania ortofonicznego z dziećmi w wieku przedszkolnym, Warszawa 1981

Code: 16.9-3PESJ-D43-BHP6

Occupational Hygiene and Ergonomics

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Bożena Zawadzka PhD

Educational targets: Introduce students to factors shaping the work environment. Introduce students to regulations of safety and hygiene of work on various workplaces. Regulations concerning workers' health care.

Contents: Polish industrial health service. Factors modifying possibilities of working and physiological cost of work. Types of tiredness and methods of prevention. Chronic fatigue syndrome. Regulations of organising work in standing and sitting position and weight lifting. Occupational hygiene in teaching profession. Psychosocial factors, classification of factors, stress mechanisms. Regulations of industrial security. Physical efficiency – methods and criteria of estimation. Qualities of microclimate. Occupational exposure limits (Maximum Allowed Concentration, Maximum Admissible Short-term Concentration). Sources and biological results of effects on human organism. Effects of exposure general and local of mechanic oscillation. Electromagnetic fields sources – biological effects and safety regulations. Ultraviolet, infrared and laser radiation. Assessment of occupational hazards and methods of health care for monitor operators. Qualification of chemical substances and their toxicity. Absorbing and expelling of poisons. Substances of carcinogenic effect on humans. Regulations of prophylactic health care of employees.

Recommended reading:

Dobrowolska B., Mielczarek-Pankiewicz E., Opieka nad zdrowiem pracowników w środowisku pracy, Łódź 1992

Łapińska E., O przepisach BHP i prawie pracy, PIP, Warszawa 2001
Makowiec –Dąbrowska, Obciążenie fizyczne – praktyczne zastosowanie różnych metod oceny, Łódź 2000
Marek K., Choroby zawodowe, Warszawa 2001
Człowiek praca środowisko, praca zbior. pod red. A. K. Traczyk, Warszawa 1989
Ustawa- Kodeks pracy

Code: 05.9-3PESJ-D44-SEM4,5,6

Seminar

Number of blackboard classes: 75

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. I Szypułowa

Educational targets: Prepare student to write a thesis. Students ought to display their skills in using knowledge of methodology of scientific research and educational practice in their own research projects. The aim of the course is to develop students' critical and creative attitude toward educational problems.

Contents: Stages of pedagogical research programme. Model of investigated phenomena in the light of curricular and critical survey of literature. Problems and hypotheses in pedagogical research. Gathering, selecting, analysing and interpreting of research results. Academic language and style.

Recommended reading:

Pilch T., Zasady badań pedagogicznych, Warszawa 1998

Łobocki M., Metody i techniki badań, Kraków 2000

Nowak S., Metodologia badań socjologicznych, Kraków 1990

Piwowski R., Dziecko – Nauczyciel – Rodzice, Białystok – Warszawa 2003

Zaczyński W., Praca badawcza nauczyciela, Warszawa 1997

Early School and Preschool Education with English Language Teaching

FULL-TIME STUDIES

Second-cycle programme

Group A General Education

Code: 14.7-3PESJ-A1-AK1

Cultural Anthropology

Number of lecture hours: 15, **number of blackboard classes:** 3

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Halina Mielicka PhD

Educational targets: Involve students to discussion about cultural differences present in modern societies. Explain rules of controversial endocentredness and effects of lack of toleration towards cultural differences. Analyse mechanisms connected with attitudes towards values, and functioning of structures of such institution as a family and other social categories connected with kinship.

Contents: Kinds and variants of anthropology. Presentation of basic theoretical orientation of cultural anthropology – present a human as a creator and consumer of culture. Culture as subject of theoretical and practical (field, qualitative) research. Explain methods of influence of culture on social life; cultural patterns; connection between culture and social integration. Culture and nature. Discussion about human nature. Selected theories of interpretation of culture. Axiological foundations and classification of culture. Tradition and change in culture. Introduction to issues of primitive culture, culture of myth, magic and religion, local, regional, national and mass culture, and dynamics of cultural change. Local and universal culture. Main phenomena and changes in modern culture.

Recommended reading:

Mrozek – Dumasowska M., Człowiek w labiryncie magii, Warszawa 1990

Nowicka E., Świat człowieka – świat kultury. Systematyczny wykład problemów antropologii kulturowej, Warszawa 1997

Olszewska – Dyoniziak B., Człowiek – kultura – osobowość. Wstęp do klasycznej antropologii kultury, Kraków 1991

Sulima R., Antropologia codzienności, Kraków 2000

Szyjewski A., Etnologia religii, Kraków 2001

Wencel A. (red.), Wiedza o kulturze, Antropologia kultury. Zagadnienia i wybór tekstów, cz. 1, Warszawa 1995

Code: 08.9-3PESJ-A2-L1

Logic

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Janusz Sytnik-Czetwertyński PhD

Educational targets: Introduce students to foundations of correct understanding and reasoning. Shape the skills of using scientific notions. Provide students with the competence to deduct on their own.

Contents: General description of logic: meaning of the terms, fields of logic (semiotics, semantics, syntax and pragmatics), logical theory of language; place of logic in the system of sciences. Language and statement; classification of natural, artificial and formal languages; statements and their functions (expressive, persuasive, suggestive, descriptive, performative and rational). Issues connected with the name: notion of name, designatum, contents and range of name, classification of names, denotation relations between names. Classic sentential calculus: notion of logical sentence, evaluation of statement, language of sentential calculus – sentence variables, functors and formulas, types of functors, writing sentences of colloquial speech by the use of notions of sentential calculus, tautologies. Predicate calculus: notion of a sentence, sentence of one argument,

types of quantifiers, general and existential sentences, writing colloquial speech by means of Logic of Quantifiers. Definitions: parts of definition, types of definition, errors connected with definition. Reasoning: deductive and credentialed (reductive, inductive, and by analogy).

Recommended reading:

Omyła M.: Logika. Wybrane zagadnienia, WSiP, 1980 i nast. wydania

Kotarbiński T.: Elementy teorii poznania, logiki formalnej i metodologii nauk, Wyd. PAN, Warszawa 1990

Ziemiński Z.: Logika praktyczna, PWN, Warszawa 1987

Stanosz B.: Ćwiczenia z logiki, PWN, Warszawa 1980

Kmita J.: Number of lecture hours: z logiki i metodologii nauk, PWN, Warszawa 1973

Code: 05.9-3PESJ-A3-MEBJ1

Methodology of Pedagogical Research

Number of lecture hours: 15

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Bogaj

Educational targets: Introduce students to theoretical and all-methodological issues of research methods and techniques in social sciences, e.g., pedagogy. Provide students with the skills of proper formulating of research problems, hypotheses, setting of variables, and selecting of indicators. Teach the main construction principles of creating the research tools. Selective and critical study of pedagogical literature. Use the methodological knowledge to selection of methods, construction of tools as well as preparation of empirical research. Quantitative and qualitative analysis of collected empirical material.

Contents: Introduction to programme and basic literature of the subject. General introduction to problems and objectives of methodology. Main notions. Meaning of knowledge and methodological skills in study process, as well as teacher's and educator's profession. Layout and structure of a Master's thesis. Introduction to methodology of pedagogical research. Main concepts and types of pedagogical research. Theory in pedagogical research. Principles of pedagogical research. Research in teacher's work. Moral aspects of pedagogical research. Structure of research process in diagnostic and verification research. Research problem. Hypothesis. Variables and indicators. Definition of notions. Types of definition. Attempt to formulating of research issues, hypotheses and variables operations. Stages of pedagogical research. Analysis of subsequent actions of pedagogical research. Description of stages of pedagogical research. Selection of specimen in pedagogical research. Pilot studies. Operational model of research. Analysis of various research concepts on the basis of empirical research reports. Educational experiment. Experimental techniques. Utility of experimental research. Errors in experimental research. Quasi-experimental research. Survey method. Requirements towards survey method. Types of questionnaire items. Techniques in survey method: questionnaire and interview. Source of errors in surveys. Observation in survey research. Types of observation. Observational techniques. Conditions and merits of proper observation. Subject of observation. Cognitive borders of observation. Creating observational schedule. Evaluation of educational effectiveness. Educational achievement tests and their usage. Types of tests and test items. Qualities of achievement tests. Construction of test. Quantitative analysis of test items. Sociometric method. Description of sociometric method. Sociometric techniques: Moreno's technique, "guess who?", friendliness and aversion poll, range arrangement technique. Description and analysis of sociometric data. Cognitive limitations to sociometric method. Attitude scale and rating scale. Likert scale, Thurston scale, Guttman's scalogram. Types of scales and their usage. Construction of scales. Errors made while evaluation. Sources of errors in evaluation. Analysis of documents. Types of documents. Methods of document analysis. Analysis of works, e.g., essays, diaries, drawings. Dialogue method. Conditions of correctness of dialogue method. Techniques of dialogue. Errors in dialogue method. Biographical method. Description of biographical method. Types of biographical method: monographic method,

individual case method. Merits and drawbacks of biographical method.

Recommended reading:

Brzeziński J., Metodologia badań psychologicznych, Warszawa 2003

Dutkiewicz W., Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001

Łobocki M., Metody i techniki badań pedagogicznych, Kraków 2000

Pilch T., Bauman T., Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa 2002

Zaczyński W., Praca badawcza nauczyciela, Warszawa 1995

Code: 11.3-3PESJ-A4-I1

Computer Science

Number of tutorials: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Ryszard Błaszczewicz PhD, Jerzy Stamirowski PhD

Educational targets: Introduce to history of development of computer science; to essential notions; to main changes in hardware and software. Provide students with the abilities to collect and process data, do calculations and present results in graphic form. Develop the abilities to use information sources in computer network, especially in the Internet. Teach the advanced methods of searching the Internet. Make students aware of dangers and treats of computer networks. Provide students with the abilities to create own websites. Multimedia presentation.

Contents: Information system: construction and functions. Preparation of the computer to do certain tasks: basic system operations on the basis of Windows operation system – installation of the system, configuration, file operations. Functional programmes. Function of the programmes, preparations to create documents and application on the example of MS Office 2000. Searching, presenting and widespreading of information. Calculation problems in pedagogy. Collecting, searching and presenting of information in database applications. Processing of results of educational measurement using MS Excel 2000. Data and types of data, algorithm and programme. Selected possibilities of automatization of calculation processes with use of procedures of operation on events. Sorting and filtering of information. Creating of text document containing signs, symbols and objects available in MS Office 2000 (MS Word 2000, MS Excel 2000). Searching for information in the Internet. Communication with other users of the Internet and exchange of information by means of e-mail and discussion groups. Placing information from the Internet in MS Word 2000 documents. Converting MS Word 2000 document into HTML document. Discussing the methods of placing documents on Internet servers. Creating scenario and multimedia presentation using PowerPoint programme. Using information from the Internet in the presentation (linking to the Internet from the application level). Database and system of database management. Main components of database on the basis of MS Access 2000 application. Relations in MS Access 2000 – creating and joining using the keys. Searching database for particular information, using QBE research. Concept of research. User's communication with database with the usage of interface. Basic methods of creating user's interface. Presenting the results of database search in the form of reports. Possibilities of communication between database and the Internet, main information on the online database application.

Recommended reading:

Dyson P., Coleman P.: Windows 2000 Pl, Wyd. EXIT, 2000

Kopertowska M.: FrontPage 2000 HTML Podstawy, Tortech, 2001

Sokół M.: Tworzenie stron WWW. Ćwiczenia praktyczne, Helion 2000

Kopertowska M.: Ćwiczenia z PowerPiont zawansowane możliwości, Mikom, 2000

Cichosz P.: Systemy uczące się, WNT, 2000

Subject to select:

Code: 05.9-3PESJ-A5-PWNP3

Foundations of Innovative Teaching Methods

Number of lecture hours:15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Zdzisław Ratajek, Małgorzata Kwaśniewska PhD

Educational targets: Present scientific (methodological, philosophical and technological) innovative processes in various fields of science and practice. Present social conditions and trends of development of mankind in the perspective of the 21st century. Present new challenges of pedagogy. Need of teachers' collaboration in a direct contact with the subject of education in order to create pedagogy. Develop students' activity and show the areas where there is a special need for innovative teaching.

Contents: Innovation, essence of innovation, basic notions, progressive processes of pedagogy in the 21st century, psychological bases of creativity in the light of psychodynamic, behavioural, and humanistic orientation, and philosophical bases of creativity in: Positivism, Phenomenology, Personalism; postmodernist philosophical perspective and problems of modern education. Teacher's self-consciousness. New areas of pedagogical reflection. Modern understanding of practice.

Recommended reading:

Bauman Z., *Wieloznaczność nowoczesna nowoczesność wieloznaczna*, Warszawa 1995

Giza T., *Przygotowanie studentów do twórczej pracy pedagogicznej*, Kielce 1999

Szuksta M., Mendel M., *Współczesne tendencje w nauczaniu inspirowane metodami M. Montessori*, C. Freineta, R. Steinera, Płock 1995

Russakowska D., *W stronę edukacyjnego dyskursu nowoczesności*, Warszawa 1995

Gordon T., *Wychowanie bez porażek*, Warszawa 1997

Group B Basic courses

Code: 12.9-3PESJ-B6-AU1

Auxology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Jopkiewicz

Educational targets: Expand students' knowledge of main health problems of children, youth, as well as adults and the old. Learn the basic rules of auxological diagnostics.

Contents: Learning the aims and objectives of auxology. Discussing main health problems of Polish society, issues of social diversification of physical development of children and youth in Poland as well as tendencies of transformation, its causes and results. Disorders of growing and maturing as well as selected health problems of the stage of pubescence. Methods of controlling, and norms of children and youth's development, and main rules of diagnostics of development as well as methods of assessment of functional development of human being.

Recommended reading:

Doleżych B., Łaszczycza P. (red.), *Biomedyczne podstawy rozwoju z elementami higieny szkolnej*, Toruń 2004.

Jopkiewicz A. (red.), *Auksologia a promocja zdrowia*, Kielce, t.1, 1997, t. 2, 2000, t. 3, 2004.

Jopkiewicz A., Suliga E., *Biomedyczne podstawy rozwoju i wychowania*, Radom-Kielce 2005.

Kopczyńska-Sikorska J. (red.), *Diagnostyka rozwoju dzieci i młodzieży*. „Biblioteka Pediatrii” Nr 12,

Warszawa 1980.

Malinowski A., Auksologia. Rozwój osobniczy człowieka w ujęciu biomedycznym, Zielona Góra 2004.

Mięsowicz I. (red.), Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości, Warszawa 2001.

Wolański N., Kozioł R. (red.), Ocena rozwoju dzieci w zdrowiu i chorobie, Warszawa 1987.

Code: 14.4-3PESJ-B7-PSS1

Social Psychology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Jolanta Szczurkowska PhD

Educational targets: Introduce to psychological causes, mechanisms and determinants of human's social behaviour.

Contents: Human as a subject recognising oneself and social world. Recognition of social world: schemes and heuristics. Recognition of other people: how we create the image of the others and how we conclude the reasons of their behaviour. Recognition of oneself: sense of identity, methods of self-recognition, self-presentation. Social influence. Conformism, submissiveness and obedience. Group and group processes: types of group, objectives, norms, structure and cohesion of a group. Group's influence on an individual: facilitation, Ringelmann effect, and deindividuation. Attitudes and their norms: change of attitudes – social dissonance and persuasive message, attitude and behaviour, and promotion. Interpersonal relations. Interpersonal attractiveness: determinants and regularities, friendship and love, selected theories of mutual attractiveness. Aggression: nature of aggression, studies of aggression, countermeasures. Prejudices: nature, causes, consequences and trials of countermeasures. Prosocial behaviour: theories explaining reasons for helping the others, individual and social determinants of prosocial behaviour, consequences of giving help.

Recommended reading:

Aronson, E., Wilson T., Akert R., Psychologia społeczna – serce i umysł, Wyd. Zys i S – ka, Poznań 1997

Cialdini R., Wywieranie wpływu na ludzi. Gdańskie Wydawnictwo Psychologiczne, Gdańsk 1994

Kenrick D. S., Neuberg S. L., Cialdini R. B., Psychologia społeczna, GWP, Gdańsk 2002

Mika S., Psychologia społeczna, Wydawnictwo Naukowe PWN, Warszawa 1984

Strelau J., Psychologia. Podręcznik akademicki, Tom 3, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2000

Code: 05.9-3PESJ-B8-WKP1,2

Contemporary Pedagogic Research

Number of lecture hours: 30, **number of blackboard classes:** 30

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Krystyna Duraj-Nowakowa

Educational targets: Introduce students to scientific culture of pedagogy through presentation of diversity and complexity of modern pedagogical trends, orientations and directions. Prepare students to recognition and individual solution of theoretical and practical problems in pedagogical activity. Provide students with the skills of critical analysis in order to facilitate the search for own pedagogy with the consciousness of its rational principles and consequences. Guide students to critical and reflective thinking in order to enrich and create their own individual pedagogical style

Contents: Main theoretical and methodological trends in pedagogical sciences. Identity of pedagogy in the stage of creation. Selected pedagogical trends in the 20th century. Directions of development of pedagogical theory and practice. Basic antinomies in pedagogy. Postmodernist perspectives of pedagogy. Alternative pedagogy in the 21st century. Main ideas and trends of

emancipation pedagogy. Paulo Freire's Pedagogy of the Oppressed. Main principles of radical pedagogy. I Illich's idea of social descolarization. Humanistic pedagogy. Anti-pedagogy. Feminist pedagogy. Intercultural education. Traditional school and media education and virtual school. New trends in pedagogy and new schools.

Recommended reading:

Gnitecki J., Palka S. (red.): Perspektywy i kierunki rozwoju pedagogiki, Kraków-Poznań 1999

Kwieciński Z. (red.): Alternatywy myślenia o/dla edukacji, Warszawa 2000

Kwieciński Z., Śliwerski B.: Pedagogika: podręcznik akademicki, Warszawa 2003

Matyjas B., Ratajek Z., Trafialek E.: Orientacje i kierunki w pedagogice współczesnej (zarys problematyki), Kielce 1996 i wyd. nast.

Śliwerski B.: Współczesne teorie i nurty wychowania, Kraków 1998 i wyd. nast.

Witkowski L.: Edukacja i humanistyka. Nowe konteksty humanistyczne dla nowoczesnych nauczycieli, Warszawa 2000.

Wołoszyn S.: Nauki o wychowaniu w Polsce w XX wieku, Kielce 1996 i wyd. nast.

Code: 05.7-3PESJ-B9-PPO2

Comparative Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Ewa Kula PhD

Educational targets: Provide students with the knowledge of functioning of modern educational systems, changes and school reforms, mainly in the 2nd half of the 20th century. Compare and evaluate educational systems in order to present the role of education in shaping and developing culture of modern societies. Analyse educational systems and present main trends of their development in order to enrich students' knowledge and their criticism towards Polish educational policy.

Contents: Conditions of functioning educational systems in the world, their development, standards and priorities in educational policy of the European Union. Realisation of special programmes (Socrates, Leonardo, and Tempus). Meaning of the Bologna Process and introduction of European Higher Education Area (in 1988). System of teacher training in selected countries. Issues of Polish educational system form comparative perspective.

Recommended reading:

Adamczyk M., Ładyżyński A.: Edukacja w krajach rozwiniętych, Stalowa Wola 1999

Pachociński R.: Pedagogika porównawcza. Podręcznik dla studentów, Białystok 1995

Pachociński R.: Oświata XXI wieku. Kierunki przeobrażeń, Warszawa 1999

Pachocinski R.: Współczesne systemy edukacyjne, Warszawa 2000

Delors J.: Edukacja. Jest w niej ukryty skarb, Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji, Warszawa 1998

Code: 05.6-3PESJ-B10-PSC2

Special Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Rutkowski PhD

Educational targets: Introduce students to main theoretical issues of special pedagogy and to practice of education of people with special educational needs. Detailed aims: introduce students to modern objectives of special pedagogy and to its connections with other sciences; introduce to

selected fields of special pedagogy, and their subjects and scope of interests; present common problems of special care and education, and social support in comparison with systems in other countries; create abilities of using pedagogical knowledge in recognising special needs of the disabled in revalidation, didactics and education.

Contents: Subject of special pedagogy as a science: modern methodology of special pedagogy, systematics and teleology in special pedagogy. Cultural and social determinants of care, education, rehabilitation and valorisation of life of the disabled: evaluation of social opinions on the role and place of the disabled in a society; issues of education and social integration of the disabled from Polish and world perspective; standard principles of giving equal opportunities to the disabled on the basis of documents of the United Nations and European Council; foundations of therapeutic and educational actions. Using humanistic educational models in special pedagogy. Directions and forms of therapeutic and educational actions. Functions, objectives, scope and methods of special pedagogy in preschool education (early intervention in order to correct and compensate for developmental dissonances; special pedagogical help to parents of a disabled child; diagnostics and pedagogical therapy). Special education in realisation of compulsory schooling and vocational training. Functions of special pedagogy in the universal education: concept of integrated education of the disabled and the fully fit; premises, levels and forms of school integration, determinants of successful integration; scope, objectives and principles of orthodidactics. Special pedagogy towards social and occupational reintegration and revalorization of disabled adults; eliminating subjective borders of readaptation. Social forms of care and education of the disabled: actions of non-governmental organisations and foundations for the disabled. Role of mass media in realisation of objectives of special pedagogy. Detailed scope and specificity of revalidation of people with mental, somatic, and motor disability, connected with autism; specificity of supporting of development of talented pupils and pupils with learning difficulties.

Recommended reading:

Dykcik W. (red.): Pedagogika specjalna, Wyd. Naukowe UAM, Poznań 2001

Sowa J., Wojciechowski F.: Rehabilitacja w kontekście edukacyjnym, Wyd. Oświatowe "Fosze", Rzeszów 2001

Sowa J.: Pedagogika specjalna w zarysie, Wyd. Oświatowe "Fosze", Rzeszów 1997

Sękowska Z.: Wprowadzenie do pedagogiki specjalnej, Wyd. WSPS, Warszawa 1998

Dykcik W. (red.): Nowatorskie i alternatywne metody w praktyce pedagogiki specjalnej. Wyd. UAM, Poznań, 2001

Code: 05.6-3PES-B11-PRS2

Pedagogy of Correction

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Tadeusz Sakowicz PhD

Educational targets: Introduce students to the knowledge of pedagogy of correction as a subdiscipline of special pedagogy. Introduce to main notions, history and various fields of pedagogy of correction. Introduce to the phenomenon of social unadaptability, its etiology and countermeasures. Provide students with knowledge of principles of work of resocialization centres. Describe psychosocial foundations of resocialization. Present foundations of rehabilitative education and the latest methods of rehabilitative actions within the stationary and liberation resocialization. Prepare students to proper conduct of rehabilitative actions using diversified forms of its designing.

Contents: Range, rules and methods of resocialization. Development of resocialization as a science. Phenomenon of social unadaptability – etiology, symptoms, determinants, methods of therapy; psychopathy – determinants, methods of rehabilitation of psychopathic individuals; main resocialization institutions – legal regulations, principles of activity, organisation of selected

institutions (Areszt Śledczy, Policyjna Izba Dziecka, Pogotowie Opiekuńcze, Zakład Karny, Sąd d.s. Rodzinnych i Nieletnich, MOPR, Zakład Poprawczy); resocialization and prophylaxis in open environment – foster family, custody, local centres; rehabilitation and therapy of the addicts.

Recommended reading:

Pospiszyl K.: Psychopatia, Warszawa 2000

Pytka L.: Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne i metodyczne, Warszawa 2001

Lipkowski O.: Resocjalizacja, Warszawa 1976

Kalinowski M., Pełka J.: Zarys dziejów resocjalizacji nieletnich, Warszawa 2003

Ostrihanska Z., Greczuszkin A.: Praca z indywidualnym przypadkiem w nadzorze rodzinnego kuratora sądowego, Lublin 1999

Code: 05.5-3PESJ-B12-AG2

Andragogics

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Sylwester Scisłowski PhD

Educational targets: Introduce students to both historic and the latest knowledge of various aspects of functioning of an adult man in the surrounding social reality with the emphasis on the information useful to the students and people they will be collaborating with as practical advice for discovering, taking and continuing the attractive and desirable self-education and self-realisation through the whole life. Introduce students to diagnosis of own problems as well as problems of their contact with other adults, and social problems in general; to constructive foreseeing and solving problems – thus, the main aim of the course is to develop and modify students' knowledge, objectives, skills and abilities necessary to fulfil the above-mentioned operations. Create prosocial and prosubject emotional attitudes. Introduce students to practice of activation methods of adult education.

Contents: Genesis and evolution of andragogics, psychological aspects of functioning of adults and the elder. Subject and objectives of andragogics (adult education) and gerontology. Modern theories of adult education. Methodological dilemmas of andragogics, issues of permanent education. Cultural and educational needs of adults and the elder, and realisation of those needs; philosophical and sociological aspects of adult education. Alienation and self-realisation of the adult. Meaning of self-control, self-appraisal and self-correction, will, freedom and self-responsibility in self-creation, creation of the others and of world in general. Active and functional recognition and presentation of the present and searching for new methods of support the implementation of the adults to life-long self-realisation.

Recommended reading:

Aleksander T., Andragogika, Ostrowiec Św. 2002

Malewski M., Andragogika w perspektywie metodologicznej, Wrocław 1991

Pachociński R., Andragogika w wymiarze międzynarodowym, Warszawa 1998

Pietrasiński Z., Rozwój człowieka dorosłego, Warszawa 1990

Półturzycki J., Akademicka edukacja dorosłych, Warszawa 1994

Turoś L., Andragogika ogólna, Warszawa 1999

Wujek T.(red), Wprowadzenie do andragogiki, Warszawa 1996

Group C Major Subjects

Code: 05.0-3PESJ-C13-PED1

Pedeutology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Wanda Dróżka

Educational targets: Introduce students to traditional knowledge of a teacher and teaching profession, and the latest trends of pedagogical reflection; present teacher's situation in other countries, methods of teacher training and professional development; present the meaning, role and status of teaching profession in a society and culture; create consciousness and professional identity of students - candidates for teachers; inspire critical social and educational reflection; inspire reflection of ethical bases of teaching profession; present difficulties in teaching profession.

Contents: Subject and issues of pedagogy, state of research of teaching profession, image of a teacher in pedagogical thought; identity and philosophy of the profession, individual pedagogical concepts and visions of a school, educational values of teaching profession, professional development of a teacher, problems of teacher training, teachers' pedagogical competence, motives for the choice of the profession, professional promotion and in-service training; teacher's social status, conditions of teacher's life and work, economic status, professional realities; teaching profession ethos, professional ethics, ethos of teacher's personality, teacher's individual ethos; teachers' pedagogical styles, notion of pedagogical style, description of individual pedagogical styles, pedagogical style in professional experience; teacher's functions in changing philosophy of education.

Recommended reading:

Dróżka W.: Młode pokolenie nauczycieli. Studium autobiografii młodych nauczycieli polskich lat dziewięćdziesiątych, Kielce 1997

Dróżka W.: Nauczyciel. Autobiografia. Pokolenie. Studia pedagogiczne i pamiętnikoznawcze, Kielce 2002

Dróżka W., Gołębiowski B.: Współczesne zagadnienia zawodu nauczyciela, Kielce 1995

Kotusiewicz H., Kwiatkowska, Zaczyński W.: Pedagogia badania i koncepcje logiczne, Warszawa 1993

Legowicz J.: O nauczycielu - filozofia nauczyciela i wychowania, Warszawa 1975

Code: 13.9-3PESJ-C14-EE1

Ecological Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Develop ecological consciousness and care for environment; responsibility for own behaviour; broaden the knowledge of ecology; develop necessary skills of taking actions toward protection of environment, shape ability to formulate opinions based on analysis of the evidence and future forecast, understand of the need of balanced development, see connection between individual, social and environmental education, use environment as a source of knowledge, of development of all skills, and of infinite possibilities of learning.

Contents: International ecological recommendations. Ecology as a philosophy and lifestyle. Principles of ecophilosophy. Degradation of inanimate nature – local and global problems. Treats towards living resources of Earth. Development of ecological consciousness. Effectiveness and efficiency of educational process for widening of ecological consciousness.

Recommended reading:

Aleksandrowicz J., Sumienie ekologiczne, Warszawa 1988

Bonenberg K., Etyka środowiskowa, założenia i kierunki, Ossolineum 1992

Cichy D., Przygotowanie młodzieży do ochrony i kształtowania środowiska, Warszawa 1984

Domka L., Kryzys środowiska a edukacja dla ekorozwoju, Poznań 1996

Kalinowska A., Ekologia – wybór przeszłości, Warszawa 1992

Code: 05.9-3PESJ-C15-MPWO1

Methodology of Educational and Guardian Work

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Jolanta Biała PhD

Educational targets: Recognise needs of organisation of educational and guardian work in a family and educational institutions in local environment. Improve methods, contents and forms of educational and guardian work at school and in educational institutions. Select objectives of self-education of staff of educational institutions. Develop abilities of connecting theory and practice in formulation motions for educational work. Evaluation of effects of educational and guardian work. Forecast for educational work in institutional and family forms of childcare.

Contents: Subject and objectives of educational and guardian work. Forms and methods of child care. Organisational structure of group of tutors and pupils. Principles of creation groups in educational and guardian institutions. Characteristics of managing the institution and the staff. Selected issues of institution model. Material basis of the institution and their objectives within material help to children and youth. Objectives of the institution within children's mental development and organisation of school education. The institution as a centre of cultural life. Meaning of tradition in pupil's life and activities. Causes of violence in a family against children and forms of institutional help to the abused children. Social programme. Reasons for conflicts between parents and children. Methods of preventing conflicts. Guardian and educational system at school. Modern determinants of the child care system in Poland and in child's local environment. Planning of guardian and educational work. Methods of getting to know the pupils as a condition of effective work. Selected problems of educational work with unadapted child in a class. Homelessness as a social phenomenon. Objectives of local institutions and state organisations within help to the homeless.

Recommended reading:

Dąbrowski Z.: Wprowadzenie do metodyki opieki i wychowania w domu dziecka, Warszawa 1995

Pomykało W. (red.): Encyklopedia Pedagogiczna, Warszawa 1993

Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, t. I i II, Kielce 2002

Kamińska U.: Zarys metodyki pracy opiekuńczo-wychowawczej w instytucjonalnych i rodzinnych formach opieki, Katowice 2002

Maksymowicz A.: Metodyka pracy opiekuńczo-wychowawczej, Olsztyn 1985

Kolankiewicz M. (red.): Zagrożone dzieciństwo. Rodzinne i instytucjonalne formy opieki nad dzieckiem, Warszawa 1998

Code: 05.9-3PESJ-C16-DP1

Pedagogic Diagnostics

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD, Ewa Szumilas PhD

Educational targets: Introduce students to theoretical foundations of pedagogic diagnostics; selected examples of use of diagnostic concepts and procedures in diagnostic practice; present the complexity of methodology of pedagogic diagnostics; develop research attitude and skills of organisation of diagnostic workshop; introduce to main notions of pedagogic diagnostics and train fluency in using those notions in various forms of communication; introduce in practice to diagnostic tools and techniques; accustom to regular self-education in methodology of diagnostics in order to search for creative solutions for work with children, youth and adults; arouse students'

curiosity of diagnostic processes the base of making own research in pedagogical work.

Contents: Development of pedagogic diagnostics from historic perspective; theoretical foundations of pedagogic diagnostics; methodology of pedagogic diagnostics; guardian and educational, rehabilitative and therapeutic problems; determinants of human's needs; ethics of diagnostic process.

Recommended reading:

Ablewicz K., Hermeneutyczno-fenomenologiczna perspektywa badań w pedagogice, Kraków 1994

Gnitecki J., Zarys metodologii badań w pedagogice empirycznej, Zielona Góra 1993

Goriszowski W. (red.), Badania pedagogiczne w zarysie, Warszawa 1994

Nowak S., Metody badań socjologicznych, Warszawa 1965

Stachyra J., Wybrane metody diagnostyczne w surdopsychologii, Lublin 1995

Group D Specialised Courses

Code: 05.9-3PESJ-D17-NWCZ3

Innovations in Early School Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: polski

Contents Coordinator(s): Lidia Pawelec PhD

Educational targets: Introduce students to selected trends in early school pedagogy. Present connections between modern strategies and tradition of early school education.

Contents: Introduction to modern theories of new tendencies in early school pedagogy. Diversity of theoretical interpretation of issues connected with didactic and organisational functions of early school education. Description of such phenomena as: integration, learning to collaborate, supporting pupils' personal development, and motivating functions of education and mechanisms determining effectiveness of education.

Recommended reading:

Duraj-Nowakowa K., Integrowanie edukacji wczesnoszkolnej, Kraków 1998

Moroz H.(red.), Edukacja zintegrowana w reformowanej szkole, Kraków 2001

Misiorna E. i inni, Integracja w edukacji wczesnoszkolnej, Poznań 1997

Pelczar H., Teoretyczne i praktyczne aspekty integracji kształcenia w nauczaniu początkowym, Rzeszów 1990

Code: 05.9-3PESJ-D18-NPRZ3

Innovations in Theory and Practice of Preschool Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Elżbieta Zyzik PhD

Educational targets: Introduce students to theoretical foundations of new trends in preschool pedagogy. Present relations between progress in pedagogical sciences and practical achievement of preschool education.

Contents: Essence of humanistic aspect of preschool pedagogy. Subjectiveness in preschool pedagogy. Evaluation of functioning of preschool institutions, taking into account the positive and negative aspects of pedagogical work of a kindergarten. Analysis of modern methods of dealing with children of preschool age (with the emphasis on methods of I Majchrzak, C Freinet, W Sherborne, W Steiner, and M Montessori). Description of the essence of ecological education, meaning of communicative speech and methods of development of it. Principles of pedagogical work of integrated kindergartens and functioning of disabled child in preschool integrated group. Ability of creating scenarios with use of modern methods of pedagogical work.

Recommended reading:

Guz S., Edukacja przedszkolna w okresie przemian, Warszawa 1996
Sherborne W., Ruch rozwijający dzieci, Warszawa 1996
Szuksa M., Mendel M., Współczesne tendencje w nauczaniu inspirowane metodami M. Montessori, C. Freineta, R. Stainera, Płock 1995
Bogaczka J., Wychowanie i nauczanie integracyjne, Warszawa 1994
Cyrański Cz., Moje 6 lat, Kielce 2001
Łada-Grodzicka A., ABC sześciolatka, Warszawa 1999
Rodak H., Nawrocka D., Poradnik dla pedagogów, logopedów i rodziców dzieci z trudnościami w porozumieniu się, Warszawa 1995

Code: 08.9-3PESj-D19-NLIT3

Modern Trends in Literature for Children

Number of lecture hours: 15 **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Małgorzata Borowiec MA

Educational targets: Introduce students to the latest changes in literature for children and youth. Arouse needs of constant contact with literature. Stress psychological and therapeutic functions of literary works for children.

Contents: Editing and popularisation of literature for children: new editorial forms, illustration and its function. Innovations in modern poetry for children: changes in the creation of the subject, in the language and versification, and new forms of expression. Therapeutic function of literature on the basis of therapeutic fairy-tales and fables: features of fables, use of fables, fairy tales and fantasy. New trends in literature of manners: changes in the subjects (alcoholism, drug addiction, parents' pedagogical errors, violence, illness, old age, maturing, and urbanisation processes), new creation of the protagonist and the narrator, changes in presentation of the presented world: duality of narration, parable, use of journalistic form of communication, syncretism of genres. New subjects and development of literature on adventure and travel: new subjects (volcanology, extinct civilisations and culture, changes in the Third World countries), changes in creation of the narrator, use of a reportage, diary, letter, chronicle, feature, syncretism.

Recommended reading:

Kątny M., Literatura popularnonaukowa dla dzieci i młodzieży, Kielce 1998
Frycie S., Literatura dla dzieci i młodzieży w latach 1945-1970, cz. II, Warszawa 1984
Molicka M., Bajkoterapia, Poznań 2002
Kątny M., Problematyka obyczajowa w powojennej prozie dla dzieci, Kielce 1985
Gwadera M., Sekretoterapia, „Guliwer” 2004 nr 2

Code: 05.9-3PESj-D20-KDO3

Modernisation in Didactics

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Contents Coordinator(s): S Czerpak PhD

Educational targets: Introduce students to theoretical foundations and strategies of school reforms in Poland on the background of standards of the European Union. Develop students' (teachers' and future teachers') criticism and creative attitude towards educational reforms. Make students aware of sources of success and failure of modern reforms in practice. Shape teachers' proper pedagogical

culture.

Contents: Prospects of development of educational system in Poland – priorities and trends, Visions of future schools. Directions of rational changes in Polish educational system. Principles of democratic educational systems. Problems of teacher training – education, in-service training and retraining – professional promotion. School as a ground for children’s multilateral activity. Aims and objectives of general education in the light of Polish and European educational reports (Delors Report, EU White Paper). Aims and objectives of universal education on the background of current school reform in Poland (analysis of selected curricula and scenarios of integrated education). Active methods in various didactic and educational situations. Evaluation in reformed school. Descriptive mark in early school education.

Recommended reading:

Bereźnicki F., *Dydaktyka kształcenia ogólnego*, Kraków 2001

Deptuła M., *Szansa rozwoju psychospołecznego dzieci w zmieniającej się szkole*, Bydgoszcz 1997

EURIDICE, *Kształcenie przedszkolne i podstawowe w krajach Unii Europejskiej*, Warszawa

Kruszewski K. (red.), *Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich*, Warszawa 1991

Lewowicki T., *Przemiany oświaty*, Warszawa 1997

Pachociński R., *Współczesne systemy edukacyjne*, Warszawa 2000

Code: 05.9-3PESJ-D21-DEP4

Diagnosis and Evaluation of School Activity

Number of lecture hours: 15

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Mariola Wojciechowska PhD

Educational targets: Support theory and practice of diagnosis in teacher’s work. Receive skills of diagnosing; understand the meaning of evaluation as an integral factor in teaching-learning process.

Contents: Educational diagnosis in development of teacher’s competence in the period of school reform. Theoretical foundations of diagnosis. Diagnosis as a general-methodological category used both in theory and practice. Three basic elements of pedagogical diagnosis: recognition of a phenomenon, evaluation according to the established standards, and forecast of development. Methods and techniques of educational diagnosis. Evaluation in planning of work of educational institution. Essence and meaning of inner and outer evaluation. Planning of evaluation, stages of planning, conceptualisation of evaluation, contract establishments, arrangements of procedural and organisational plan, methods of publication of evaluation results. Designing of evaluation process: key questions formulation, criteria of evaluation, research methods, determination of research samples, data monitoring, creation of final report.

Recommended reading:

Korporowicz R. (red.), *Ewaluacja w edukacji*. Warszawa 1997

Lewowicki T., *Współczesne wyzwania wobec diagnostyki edukacyjnej-przemiany teleologii oświatowej i pojmowania pedagogiki a szansa rozwoju diagnostyki*. (w:) *Perspektywy diagnostyki edukacyjnej* (red.

Niemierko B., Kowalik E.). Gdańsk 1998

Niemierko B., Kowalik E. (red.), *Perspektywy diagnostyki edukacyjnej*. Gdańsk 1998

Mizerek H., *Ewaluacja w szkole*. Olsztyn

Ewaluacja wdrażania reformy systemu edukacji. Materiały seminaryjne. Program Phare-Smart. Warszawa 1999

Sołtys D., Szmigiel M., *Doskonalenie kompetencji nauczyciela w zakresie diagnozy edukacyjnej*. Kraków 1999

Code: 12.7-3PESJ-D22-PZSS4

Health Promotion in School and Local Environment

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Bożena Zawadzka PhD

Educational targets: Increase students' interest in health problems and support their actions within the scope of identification and solution of own health problems, improvement of own health, and of individual and social development, as well as health care of the others and creation of healthy physical and social environment.

Contents: Notion of health. Main health problems and methods of prophylaxis. Theoretical and methodological bases of health education. Health promotion. Personal and environmental hygiene. Safety – accidents, injuries and poisoning prevention. Balanced diet. Selected aspects of mental health. Psychoactive substances usage.

Recommended reading:

Charzyńska-Gula M., (red.), Środowiskowy program wychowania zdrowotnego w szkole podstawowej i ponadpodstawowej, Lublin 1997

Demel M., Pedagogika zdrowia, Warszawa 1980

Woynarowska B., Sokołowska M., Jak tworzymy szkołę promującą zdrowie, Warszawa 1993

Woynarowska B., Zdrowie i szkoła, Warszawa 2000

Karski J. B., Promocja zdrowia, Warszawa 1995

Code: 09.9-3PESJ-D23-GPO1,2,3,4

Practical and Descriptive Grammar

Number of blackboard classes: 90

Assessment: credit (blackboard classes) +examination

Contents Coordinator(s):

Code: 09.9-3PESJ-D24-FK1,2,3,4

Contrastive Phonetics

Number of blackboard classes: 90

Assessment: credit (blackboard classes)+writing examination

Language of instruction: English

Contents Coordinator(s): M Mazurkiewicz MA

Educational targets: Introduce students to differences between Polish and English pronunciation: differences in pronunciation of selected vowels and consonants, in intonation, stress and phonological transcription; correct students' English pronunciation.

Contents: Detailed description of differences in articulation of Polish and English sounds, principles of stressing Polish and English words, types of transcription in Polish and English, differences in intonation, processes of fast speech in Polish and English (elision, assimilation), homophones, homographs, phonemes in Polish and English; description of divergence between writing and speaking in English and Polish.

Recommended reading:

Ostaszewska D.:Fonetyka i fonologia współczesnego języka polskiego;. PWN, Warszawa 2001.

Reszkiewicz A.:Correct your English pronunciation PWN. Warszawa 1981.

Sobkowiak W.: English Phonetics for Poles Wydawnictwo Poznańskie. Poznań 2001

Wiśniewski M.: Zarys fonetyki i fonologii współczesnego języka polskiegoWU M. Kopernika. Toruń 2001.

Code: 09.9-3PESJ-D25-SZ1,2,3,4

Integrated Skills

Number of blackboard classes: 120

Assessment: credit (blackboard classes)+examination

Language of instruction: English

Contents Coordinator(s): Anna Hajdukiewicz MA, Anna Poniewierska MA

Educational targets: Improve, consolidate and develop of such skills as: speaking, listening, writing, reading, and grammar issues.

Contents: This is an intermediate to upper-intermediate course. Speaking is developed by conducting simulated dialogues, correct reactions and answering questions, preparation of so-called "topics", i.e., statements on previously given subject, giving advice, expressing one's opinions. Writing is developed during the whole course by writing formal and informal letters, essays and reviews. Reading is developed on the bases of texts from a handbook, and other materials, such as English newspapers, fragments of books, and interviews. Listening is necessary to develop skill of understanding of spoken texts. Students listen to texts recorded by native speakers in order to improve pronunciation, by listening to rhythm and intonation. Grammar issues are strictly connected with other skills. These contain such exercises as: transformations, multiple-choice tests, open texts, word building and error correction. During the course students should gain skills of efficient communication (both written and spoken) as well as use of specialist literature.

Recommended reading:

Duckworth M., Gude K., Countdown to First Certificate, Oxford 1999

Morris S., Stanton A., The Nelson First Certificate Course, Longman 1993

Vince M., First Certificate Language Practice, Heinemann 2003

Naunton J., Think Ahead to First Certificate, Longman 1990

Evans V., FCE Use of English, Express Publishing 1998

Code: 09.9-3PESJ-D26-TMPJ2,3,4

Theory and Methodology of English Language Teaching in Preschool and Early School Education

Number of blackboard classes: 45

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): I Jaros MA

Educational targets: Broaden students' knowledge of teaching English in preschool and early school education. Introduce to search for innovative solutions in methodology of teaching foreign languages to children.

Contents: Motivating pupils to learn foreign languages, role of games in the teaching/learning process, dealing with a gifted/difficult pupil, pupils' autonomy in learning process, language portfolio, pupil's statement – correction of linguistic errors, control of educational achievements – evaluation and self-evaluation; selection of didactic materials (technical devices), teacher's professional development – self-observation and reflection; foreign languages in European education.

Recommended reading:

Bogdanowicz, K., Butkiewicz, A. 2004. Dyslexia in the English Classroom. Gdańsk Wydawnictwo Harmonia
Chauvel, C., Chauvel, D., Champagne, D. 2005. Język angielski w przedszkolu i szkole podstawowej. Warszawa CODN

Cameron, L. 2001. Teaching Languages to Young Learners. Cambridge CUP

Gajek, E. 2005. Edukacja językowa w Unii Europejskiej. Warszawa Fraszka Edukacyjna

Jaros, I. 2006. Język angielski z klockami Cuisine'a. Kielce Wydawnictwo Pedagogiczne ZNP

Slattery, M., Willis, J. 2001. English for Primary Teachers. Oxford. OUP

Code: 09.9-3PESJ-D27-HKA4

History of English-Speaking Countries

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): Grzegorz Trębicki PhD

Educational targets: Introduce students to history, geography, economy, political systems, educational systems, culture and customs of the United Kingdom, the United States of America, Canada and Australia.

Contents: Outline history of the United States of America. Outline history of Great Britain. Canada: history, civilization and culture. Australia: history, civilization and culture. History of Ireland; conflict. Modern symbols of Anglo-Saxon culture. Public life and institutions. Art in the 20th century. American economy. British economy. Great Britain after accession to the European Union. America after September 11th. Lifestyle in Anglo-Saxon countries. Anglo-Saxon countries on the crossing of cultures. Role of mass media and mass culture.

Recommended reading:

Crowther J. (red.), Oxford Guide to British and American Culture, Oxford 2000

Harvey P., Jones R., Britain Explored, Harlow 1992

Seath J., Sheerin S., White G., Spotlight on Britain, Oxford 1992

Stevenson D. K., American Life and Institutions, Stuttgart 1989

Diniejko A., English-Speaking Countries, Warszawa 1994

Code: 09.2-3PESJ-D28-KLITA3

Modern Trends in Literature in the English Language

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Contents Coordinator(s):

Code: 09.9-3PESJ-D29-KPJA4

Creating of the Curricula of English Language Teaching in Preschool and Early School Education

Number of blackboard classes: 30

Assessment: credit with grade

Contents Coordinator(s):

Code: 05.9-3PESJ-D30-WMO4

Monographic Lecture

Number of lecture hours: 15

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): suggested by the Director

Educational targets: Broaden students' pedagogical knowledge within specific pedagogical subdisciplines on the basis of the latest results of research.

Contents: Contents of lectures are determined by research interests of lecturers (senior academic

teachers) and by achievement of the science, taking into consideration students' needs within the chosen specialisation area.

Recommended reading:

Depends on the contents

Code: 05.9-3PESJ-D31-SEM1,2,3,4

MA Seminar

Number of blackboard classes: 75

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. I Szypułowa

Educational targets: Prepare student to write Master thesis and get Master's degree in field of Pedagogy. Students ought to display their skills in using knowledge of methodology of scientific research and educational practice in their own research projects. The aim of the course is to develop students' critical and creative attitude toward educational problems.

Contents: Stages of pedagogical research programme. Model of investigated phenomena in the light of curricular and critical survey of literature. Problems and hypotheses in pedagogical research. Gathering, selecting, analysing and interpreting of research results. Academic language and style.

Recommended reading:

Rudniański J., O dobrym kształceniu i o wychowaniu, Warszawa 1990

Dutkiewicz W., Prac magisterska z pedagogiki, Kielce 1996

Spionek H., Rozwój i wychowanie małego dziecka, Warszawa 1972

Węglińska M., Jak pisać pracę magisterską, Kraków 1997

Łobocki M., Wprowadzenie do metodologii badań pedagogicznych, Katowice 1972

PART-TIME STUDIES

Early School and Preschool Education with Pedagogical Therapy (ES)

First-cycle programme

Duration: 3 years

Academic year: 2006/2007

Group A General Education

Code: 08.1-3PES-A1-WZF1

Philosophy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Jerzy Perzanowski

Educational targets: Present dependence between various concepts of a man and his life and established concept of reality. Concept of a man is closely connected to concept of reality (being). Present human as the highest form of being, who has inalienable dignity and rights. Present the truth that positive rights should be expressions of natural law. Connection between philosophy and paradigms of science. Influence of philosophical concepts on development of various concepts of science. Influence of philosophical concepts on the form of individual, family and social ethics. Connections between philosophy and assumptions and forms of *paideia*, i.e., connection with systems and concepts of education. Influence of philosophy on human artistic work (literature, fine arts, architecture). Connection between philosophy and European and world culture. Influence of philosophy on the creation of the twentieth-century ideology. Results of influence of those ideologies. Present the fact, that philosophical education is the factor of humanisation in scientific and polytechnic education. Influence of philosophy on forms of culture and civilisation in the 21st century. Importance of Plato's Trinity (Truth, Beauty and the Good) in education of youth.

Contents: Materialistic monism (from Tales to diamat). Idealistic monism (from Parmenides to Hegel). Pluralism and realism. Theory of abstraction. Aristotle's teachings about complex structure of being. Synthesis of extreme statism and mobilism. The good and wrong. Theory of existential judgement and separation. Essential and existential perspective of reality. Existence and essence from Avicenna's, St Thomas Aquinas' and philosophy of being modern representatives' perspective. Existence from existentialists' perspective. Analogy of being and cognition. Models of cosmos. Issue of the beginning and personality. Right of nature and law of nature. Time reversals. The essence of life. Biogenesis. Anthropogenesis. Philosophical and natural evolutionism. Determinism and indeterminism. Sources of cognition. Apriorism and aposteriorism. Ultimate criterion of truth. Issue of quality of senses. First principles of being and cognition. Science as revealing and non-revealing cognition. Metasciences. Methods in philosophy, inductive sciences, deductive sciences and historiography. Human being in philosophical systems. Concepts of freedom. Man and society in various philosophical systems. Ethic in various philosophical systems. Ethic from St Augustine's and St Thomas Aquinas' perspective. Ethic of love. Ethic of actions determined by human rationality and I Kant's theory of morality. Master and slave morality. Realistic ethic.

Recommended reading:

Ajdukiewicz K.: Zagadnienia i kierunki filozofii: teoria poznania: metafizyka, Warszawa 1983

Heller M., Lubański M., Ślaga Sz.: Zagadnienia filozoficzne współczesnej nauki, Warszawa 1980

Ingarden R.: Książeczka o człowieku, Kraków 1973

Krąpiec A., Kamiński S., Zdybicka Z., Maryniarczyk A., Jaroszyński P.: Wprowadzenie do filozofii. Lublin 1996 (i wyd. następne)

Tatarkiewicz W., Historia filozofii. Warszawa 1990 (i wyd. następne)

Code: 14.2-3PES-A2-WS1

Introduction to Sociology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Halina Mielicka PhD

Educational targets: Introduce students with selected problems of sociological analysis. Show the connections between sociology, pedagogy and social philosophy.

Contents: Introduction to theory and notions of modern sociology. Variety of theoretical interpretations of such phenomena as: functioning of society, its structure, functions, institutions and main processes in social macro- and microstructures. Presenting the essence of such phenomena as: symbolic interactionism, endomethodology, phenomenological sociology, liberalism, etatism, civil society, and information society. Some aspects of functioning of selected axionormative systems and their role in process of socialisation. Place of sociology in the system and structure of social sciences; relations between sociology and pedagogy. Establishing borders of interests of general sociology with prospects of its further development. Concepts of social groups' personalities, concepts of culture. Phenomena of conformism and nonconformism.

Recommended reading:

Mielicka H.: Podstawy socjologii. Mikrostruktury społeczne, Kielce 2002

Turowski J.: Socjologia. Wielkie struktury społeczne, Lublin 1994

Turowski J.: Socjologia. Małe struktury społeczne, Lublin 1993

Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1977

Kosiński S.: Socjologia ogólna. Zagadnienia podstawowe, Warszawa 1987

Sztompka P.: Socjologia. Analiza społeczeństwa, Kraków 2002

Code: 05.9-3PES-A3-MBP1

Methodology of Pedagogical Research

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Bogaj

Educational targets: Introduce students to theoretical and all-methodological issues of research methods and techniques in social sciences, e.g., pedagogy. Provide students with the skills of proper formulating of research problems, hypotheses, setting of variables, and selecting of indicators. Teach the main construction principles of creating the research tools. Selective and critical study of pedagogical literature. Use the methodological knowledge to selection of methods, construction of tools as well as preparation of empirical research. Quantitative and qualitative analysis of collected empirical material.

Contents: Introduction to programme and basic literature of the subject. General introduction to problems and objectives of methodology. Main notions. Meaning of knowledge and methodological skills in study process, as well as teacher's and educator's profession. Layout and structure of a Master's thesis. Introduction to methodology of pedagogical research. Main concepts and types of pedagogical research. Theory in pedagogical research. Principles of pedagogical research. Research in teacher's work. Moral aspects of pedagogical research. Structure of research process in diagnostic and verification research. Research problem. Hypothesis. Variables and indicators. Definition of notions. Types of definition. Attempt to formulating of research issues, hypotheses and variables operations. Stages of pedagogical research. Analysis of subsequent actions of pedagogical research. Description of stages of pedagogical research. Selection of specimen in pedagogical research. Pilot studies. Operational model of research. Analysis of various research concepts on the basis of empirical research reports. Educational experiment. Experimental techniques. Utility of experimental research. Errors in experimental research. Quasi-experimental research. Survey method. Requirements towards survey method. Types of questionnaire items. Techniques in survey method: questionnaire and interview. Source of errors in surveys. Observation in survey research. Types of observation. Observational techniques. Conditions and merits of proper observation. Subject of observation. Cognitive borders of observation. Creating observational schedule. Evaluation of educational effectiveness. Educational achievement tests and their usage. Types of tests and test items. Qualities of achievement tests. Construction of test. Quantitative analysis of test items. Sociometric method. Description of sociometric method. Sociometric techniques: Moreno's technique, "guess who?", friendliness and aversion poll, range arrangement

technique. Description and analysis of sociometric data. Cognitive limitations to sociometric method. Attitude scale and rating scale. Likert scale, Thurston scale, Guttman's scalogram. Types of scales and their usage. Construction of scales. Errors made while evaluation. Sources of errors in evaluation. Analysis of documents. Types of documents. Methods of document analysis. Analysis of works, e.g., essays, diaries, drawings. Dialogue method. Conditions of correctness of dialogue method. Techniques of dialogue. Errors in dialogue method. Biographical method. Description of biographical method. Types of biographical method: monographic method, individual case method. Merits and drawbacks of biographical method.

Recommended reading:

Brzeziński J., Metodologia badań psychologicznych, Warszawa 2003

Dutkiewicz W., Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001

Łobocki M., Metody i techniki badań pedagogicznych, Kraków 2000

Pilch T., Bauman T., Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa 2002

Zaczyński W., Praca badawcza nauczyciela, Warszawa 1995

Code: 08.9-3PES-A4-EZA1

Professional Ethics

Number of lecture hours: 15

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Artur Skrzypek PhD

Educational targets: Present essential values in the hierarchical order, as well as norms of conduct with their interiorization. Development of own ethical attitudes, such as diligence, integrity, responsibility for own life by permanent improvement – self-education, growing to mastery in social role, innovation and creativity, development of skills of social coexistence: readiness to dialogue, tolerance, assertive educational interference, sense of responsibility for the others, for the atmosphere at work, mutual respect, trust, willingness to help the needy, care about the social good, explicit and consistent distant from all forms of pathology and all forms of moral corruption.

Contents: Ethics as a philosophical and normative discipline based on human rationality and experience which includes all issues connected to human life discussed in the aspect of its self-realisation. Ethics describes essential values (good and wrong), norms, assessments and sanctions, refers to natural law and positive law by presenting different possibilities of interpretation within selected philosophical systems. In individual aspect, ethics describes human dignity, value and sense of life, human rights, conscience, moral integrity, freedom and responsibility. In social aspect, ethics describes norms of marriage and family life (responsible parenthood), establishes norms of professional ethos, discusses the principles of social life (participation, professional solidarity, social good, and environmental protection). It also discusses pathologies of social life.

Recommended reading:

Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999

Stróżewski W.: W kręgu wartości, Kraków 1992

Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991

Styczeń T.: Wprowadzenie do etyki, Lublin 1993

Ślipko T.: Zarys etyki ogólnej, Kraków 2002

Code: 09.1-3PES-A5-JO1,2

Foreign Language

Number of blackboard classes: 120

Assessment: credit (blackboard classes)+examination

Contents Coordinator(s) of German course: K Łuczyński PhD

Language of instruction: Polish and German

Educational targets: Speak German within the thematic of everyday life and student's closest environment. Develop active (speaking, understanding) and passive (reading and writing) language competence. Broaden the scope of vocabulary and phraseology. Ability of asking questions, and answering questions. Ability of expressing opinions and taking a stance on heard opinions. Introduction to use literature in the respect of educational needs as well as own interests. Ability of reading, understanding and translating of simple texts on pedagogy.

Contents: Information about bans and dictates, description of course of a day, housing offers, description of housing conditions, hotel reservations, getting information, asking for way and giving such information. Outline description of German-speaking countries: borders, capitals, communication, neighbours, German unification, problems after unification. The European Union – benefits for Poland, possible drawbacks of accession. Generation gap. Treats of diseases associated with the progress of civilisation. Unemployment. Problems of education of youth – treats of addictions (drugs, alcohol etc.). Influence of media on development and formation of attitudes of the youth.

Recommended reading:

Themen Neu, część I i II, książka i ćwiczeniówka.

Grammatik? Kein Problem.

Rostek Ewa Maria. Repetytorium tematyczno-leksykalne. Cz. I i II, Bagros, 1995.

Kasety magnetofonowe do I i II części podręcznika.

Contents Coordinator(s) of Russian course: M Grządziela MA

Language of instruction: Polish and Russian

Educational targets: Develop skills of proper use of Russian language in everyday situations. Present vocabulary connected with participation in cultural life, as well as future profession. Develop skills of reading, understanding and translating of simple texts on pedagogy. Use linguistic skills in contacts with people from Russian-speaking countries.

Contents: Students and their surrounding (family, friends, university, students' life, interpersonal relations). Description of appearance. Forms of cultural life (cinema, theatre, museum, exhibition). Interests (sport, film, book, travelling and other hobbies). Everyday life (science, shopping, services, illnesses). Human psyche (feature of character, personality). Branches and methods of psychology. Modern youth's treats (alcoholism, drug addiction, violence). Generation gap. Social problems in modern the world (e.g., unemployment, crime).

Recommended reading:

Fidyk M., Skup-Stundis T.: Nowe repetytorium z języka rosyjskiego, Wydawnictwo Naukowe PWN, Warszawa 1999

Wierieszczagina I., Davajtie pogovorim... Teksty z życia codziennego z dialogami. WSiP, Warszawa 1995

Pado A.: Czytaj, piszi, govori! Podręcznik do języka rosyjskiego dla pierwszego roku filologii rosyjskiej i lektoratów, WSiP, Warszawa 1997

Contents Coordinator(s) of English course: A Poniewierska MA

Language of instruction: Polish and English

Educational targets: Students develop communication skills in various everyday life situations and language skills through use of different exercises and additional materials. Introduce students to educational systems, everyday life, and customs and culture of Anglo-Saxon countries. Develop vocabulary connected with everyday life, as well as basic vocabulary about various categories with the main emphasis on pedagogical issues, connected with family life, social life. Vocabulary connected with the use of new technologies. Develop language competence through consolidation of learnt grammar structures and learning new structures.

Contents: Free time, sports, information about oneself, description of likings and feelings, description about past experiences, giving advice. Educational systems in Great Britain and USA,

methods of effective learning of foreign languages. Polite phrases in various situations of everyday life, phrases used during language courses. Description of people – description of a suspect. Holiday plans (+ writing a postcard). Ambitions, dreams and plans. Interview with a famous person. World geography – geographical names and use of definite articles. Doing shopping in a department store – discussion about the change in a way of doing shopping. Account of an accident. The most important things of life – interests. Suggestions of problem solving – planning a trip. Application for a job, and an interview; description of people of various professions. Description of family members and relations between them. Description of a room, designing a workplace, technology. Using money. People of politics, religion and public life. What would happen if...? Filling a form. Designing a website to promote places worth visiting in a region. Problems of pollution and protection of environment. Customs connected with holidays (Halloween, Guy Fawkes' Day, Christmas, New Year's Day, Saint Valentine's Day, and Easter). Grammar issues: general and detailed questions; Present Simple Tense; Past Simple Tense; verbs "have to/must/can" in description of obligations, bans and orders; "should/shouldn't" – giving advice; Present Continuous Tense – expression of present and future; participle adjectives: -ing forms for qualities and -ed forms for feelings; comparison of Present Perfect Tense and Past Simple Tense – past vs. present; definite and indefinite articles; first conditional; expressing past – "used to"; Past Continuous Tense – past background of events; Gerund forms; "like" vs "would like" for likings; Passive Voice; *that*-clauses and *wh*-clauses; Present Perfect Simple Tense and Present Perfect Continuous Tense – "unfinished past"; Past Perfect Tense; reported speech, second conditional.

Recommended reading:

Basic Grammar in Use. Reference and practice for the students of English. R. Murphy, Cambridge Univ. Press, Cambridge 1993

English Puzzles. D. Case, Heinemann, Oxford 1990

English Vocabulary in Use. S. Redman, Cambridge Univ. Press, Cambridge 1997

English Grammar in Use. R. Murphy, Cambridge Univ. Press, Cambridge 1994

No Problem with English. B. Brandys, "ATI", Bielsko-Biala.

Contents Coordinator(s) of French course: Teresa Korduba MA

Language of instruction: Polish and French

Educational targets: Reach the level of speaking French that enables efficient communication in everyday life situations; develop all language skills (reading, writing, understanding of speech, understanding the written text).

Contents: Grammar structures used to expressing basic opinions in present, future and past tenses; developing vocabulary connected with everyday life; developing writing skill to apply for a job; filling a form; writing short advertisements; customs and culture of Francophonic countries.

Recommended reading:

Espaces (I, II) – Wydawnictwo Naukowe PWN – teksty i nagrania

Testez votre franais – Hanna Uzar

Francais – Repetytorium tematycznie – leksykalne – Mariusz Skoraszewski

Sylabus (2002 – 2005)

Subject to select:

Code: 05.9-3PES-A6-PWNP3

Foundations of Innovative Teaching Methods

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes) + examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Zdzisław Ratajek, Małgorzata Kwaśniewska PhD

Educational targets: Present scientific (methodological, philosophical and technological) innovative processes in various fields of science and practice. Present social conditions and trends

of development of mankind in the perspective of the 21st century. Present new challenges of pedagogy. Need of teachers' collaboration in a direct contact with the subject of education in order to create pedagogy. Develop students' activity and show the areas where there is a special need for innovative teaching.

Contents: Innovation, essence of innovation, basic notions, progressive processes of pedagogy in the 21st century, psychological bases of creativity in the light of psychodynamic, behavioural, and humanistic orientation, and philosophical bases of creativity in: Positivism, Phenomenology, Personalism; postmodernist philosophical perspective and problems of modern education. Teacher's self-consciousness. New areas of pedagogical reflection. Modern understanding of practice.

Recommended reading:

Bauman Z., *Wieloznaczność nowoczesna nowoczesność wieloznaczna*, Warszawa 1995

Giza T., *Przygotowanie studentów do twórczej pracy pedagogicznej*, Kielce 1999

Szuksta M., Mendel M., *Współczesne tendencje w nauczaniu inspirowane metodami M. Montessori*, C. Freineta, R. Steiner, Płock 1995

Russakowska D., *W stronę edukacyjnego dyskursu nowoczesności*, Warszawa 1995

Gordon T., *Wychowanie bez porażek*, Warszawa 1997

Group B Basic courses

Code: 12.9-3PES-B7-AU1

Auxology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes) + examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Jopkiewicz

Educational targets: Expand students' knowledge of main health problems of children, youth, as well as adults and the old. Learn the basic rules of auxological diagnostics.

Contents: Learning the aims and objectives of auxology. Discussing main health problems of Polish society, issues of social diversification of physical development of children and youth in Poland as well as tendencies of transformation, its causes and results. Disorders of growing and maturing as well as selected health problems of the stage of pubescence. Methods of controlling, and norms of children and youth's development, and main rules of diagnostics of development as well as methods of assessment of functional development of human being.

Recommended reading:

Doleżych B., Łaszczycza P. (red.), *Biomedyczne podstawy rozwoju z elementami higieny szkolnej*, Toruń 2004.

Jopkiewicz A. (red.), *Auksologia a promocja zdrowia*, Kielce, t.1, 1997, t. 2, 2000, t. 3, 2004.

Jopkiewicz A., Suliga E., *Biomedyczne podstawy rozwoju i wychowania*, Radom-Kielce 2005.

Kopczyńska-Sikorska J. (red.), *Diagnostyka rozwoju dzieci i młodzieży*. „Biblioteka Pediatrii” Nr 12, Warszawa 1980.

Malinowski A., *Auksologia. Rozwój osobniczy człowieka w ujęciu biomedycznym*, Zielona Góra 2004.

Mięsowicz I. (red.), *Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości*, Warszawa 2001.

Wolański N., Kozioł R. (red.), *Ocena rozwoju dzieci w zdrowiu i chorobie*, Warszawa 1987.

Code: 08.3-3PES-B8-HW1

History of Education

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Waldemar Firlej PhD

Educational targets: The aim of this course is to present the historic development of pedagogical thought and changes in the organisation, structure and function of educational institutions in Poland and the world. While teaching the subject the emphasis should be put on the educational ideals in different periods. Study of History of Education should contribute to forming the pedagogical culture of future teachers and educators as well as preserving the most important educational values, increasing of it and handing down to next generations.

Contents: History of education as a science; its place among pedagogical and historical sciences. Subjects of interest of history of education. The main representatives of history of education in Poland. The main sources and studies for history of education. Achievements of philosophical and pedagogical thought as well as of education in ancient Greece and Rome; their influence on development of European culture and civilisation. Educational ideals and organisation of education in the Middle Ages: Christianity and achievements of pedagogical thought and education of antiquity; upbringing in pedagogical thought of Christian philosophers; the Carolingian Renaissance; state education; development of medieval education; medieval universities; role of the Church in Renaissance Europe. Significance of the Reformation for education. Pedagogical thought and education in Renaissance Poland. Reform of the Roman Catholic Church after the Council of Trent. Jesuit and Piarist education. The main trends of European pedagogical thought in the 17th and 18th centuries and its representatives: J A Komeński, J Locke, and J J Rousseau. Educational system in the Commonwealth in the 17th and the 1st half of the 18th century and aspiration to its reform: educational activity of S Konarski and The Knight's School in Warsaw. Establishment, activity and meaning of Commission for National Education. European pedagogical thought of the 19th century and its main representatives: F Herbart, H Spencer. Educational policy of partitioners on Polish lands in the 19th century. Polish pedagogical thought and educational system. Defence of Polish culture and national identity: role of Catholic Church and family. Pedagogical ideas of new education and its representatives. Reconstruction, development and achievements of education in the period of Second Republic: integration of education, universal education, development of education on different levels, achievements of Polish pedagogical thought, Polish schools against a background of European schools. Educational policy of invaders during The world War II. Organisation and range of clandestine classes and underground education.

Recommended reading:

Kurdybacha Ł. (red.), Historia wychowania, t.1-2, Warszawa 1967-1968

Miąso J. (red.), Historia wychowania. Wiek XX, cz.1-2, Warszawa 1981

Bartnicka K., Szybiak I., Zarys historii wychowania, Warszawa 2001

Kot S., Historia wychowania. Zarys podręcznikowy, t1-2, Lwów 1934, wyd.2, Warszawa1996

Krasuski J., Historia wychowania. Zarys syntetyczny, Warszawa 1989

Możdżeń S., Zarys historii wychowania, cz1-3, Kielce 1992-1995; wyd.2, Zarys historii wychowania, cz. 1: [do roku 1795], Kielce 1999

Możdżeń S., Historia wychowania 1795-1918, Kielce 2000

Możdżeń S., Historia wychowania 1918-1945, Kielce 2000

Wołoszyn S., Nauki o wychowaniu w Polsce w XX wieku, wyd. 2 poszerzone, Kielce 1998

Wroczyński R., Dzieje oświaty polskiej 1795-1945, Warszawa 1980

Wroczyński R., Dzieje oświaty polskiej do 1795 r., Warszawa 1983

Code: 05.4-3PES-B9-WP1

Introduction to Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Krystyna Duraj-Nowakowa

Educational targets: Introduce students to academic culture of pedagogy through presentation of

diversity as well as unity of methodological and theoretical research by connection of traditional approach and modern critical orientations and trends within the field of pedagogical sciences. Evolve from stereotypical and common thinking to scientific and critical thinking. Equip students with the knowledge and ability to critical analysis that will be the basis for students' individual and creative search for pedagogy with the consciousness if its rational principles and consequences. Help students (future teachers and educators) to discover and develop their own concept of pedagogy, and pedagogical visions and preferences. Guide students to critical and reflective enrichment and creation of their own individual pedagogical style. Realise practical use of pedagogy in the process of affirmation of ideas and values, in organisation of educational structures, and search of possibilities of minimalization of treats for education.

Contents: Origins, subject, structure and objectives of pedagogy. Main fields and subdisciplines of pedagogy. Historical process of development of different types of pedagogical knowledge and their modern status and usefulness. Place of pedagogy in the system of sciences. Philosophical and psychological foundations of pedagogy. Modern methodological status of pedagogy and its changes. Modern changes in pedagogical practice. Development as an educational target in the light of main educational ideologies. Education as a process of individual identity acquisition throughout the lifetime. Educational system as a system of universal and permanent education. Personal, social and professional formation of a teacher within the civilisation of the end of the 20th century. Components of educational process from the pedagogical perspective. Educational processes. Education as a socially prescriptive form of culture transfer. Educational environment: a family, school and class. Educational and didactic failure of children and youth. Personal growth as an objective of education. Issues of modern treats toward children and youth.

Recommended reading:

Jaworska T., Leppert R. (red.), Wprowadzenie do pedagogiki. Wybór tekstów, Kraków 1996

Kunowski S., Podstawy współczesnej pedagogiki, Warszawa 1993

Matyjas B., Ratajek Z., Trafialek E., Orientacje i kierunki w pedagogice współczesnej. Zarys problematyki, Kielce 1997 (rozdz. 1-4)

Śliwerski B., Kwieciński Z. (red.), Pedagogika: podręcznik akademicki, Warszawa 2003 (t. 1)

Wołoszyn S., Nauki o wychowaniu w Polsce w XX w., Warszawa 1993 (lub Kielce 1998)

Code: 05.7-3PES-B10-TPW2

Theoretical Foundations of Upbringing

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Monika Kardaczyńska PhD

Educational targets: Introduce students to the essence of theory of upbringing, discourse and dispute, structures of the theory of upbringing, basic notions and research areas. Active study of the literature on theory of upbringing with the emphasis on diversified concepts of education and theoretical descriptions of education process, aims, forms, methods, and educational devices. Introduce to open thinking about upbringing and discussion, critic of theory and didactic activity, trials of creative presentation of teacher's role as well as designing of educational activities.

Contents: Cognitive and research areas of the theory of upbringing. Upbringing as an intentional educational process. Upbringing situations as elements of educational process. Intentionality of upbringing – teleology of upbringing. Fundamentals of purpose of upbringing and sources of educational aims. Subjectivity of upbringing. Main fields of upbringing and their integration (moral, mental, aesthetic). System of education at school. Main educational methods: rewards, punishment, example, persuasion and task method. “Waking” children by dialogue in educational conversation. Eristic and negotiation in upbringing. Methodology of transanalysis. Pupils' school games. Personality of a teacher. Pedagogical competence of a teacher. New perspective of teacher training: “through dialogue to dialogue” training. Educational activity planning and curricula designing.

Upbringing activity and aiming at self-education.

Recommended reading:

Górniewicz J.: Teoria wychowania (wybrane problemy), Toruń-Olsztyn 1995

Konarzewski K.: Podstawy teorii oddziaływań wychowawczych, Warszawa 1982

Łobocki M.: ABC wychowania, Warszawa 1992

Łobocki M.: Teoria wychowania w zarysie, Kraków 2003

Radziewicz J.: O planowaniu pracy wychowawczej, Warszawa 1989

Schulz R.: (oprac. i wybór). Antropologiczne podstawy wychowania, Warszawa 1996

Code: 05.1-3PES-B11-PDO2

Foundations of General Didactics

Number of lecture hours: 30, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+oral examination

Language of instruction: Polish

Contents Coordinator(s): Sławomir Koziej PhD, Mariola Wojciechowska PhD

Educational targets: Give students specific knowledge about practical activities. Provoke them to critical reflection in accordance with taking decisions in planning and realisation of didactic process.

Contents: Subject and objectives of didactics. Didactics as a science; methods of didactic research. Basic didactic terms: teaching, learning, upbringing, education etc. Didactic systems. Educational aims and contents. Process of instruction. Structural reform and curriculum reform of educational system in Poland. Teaching principles. Methods of teaching and learning. Didactic devices. Organisation of teaching process. Programmed instruction. Educational software. Control and evaluation in educational process. Determinants of school success and failure.

Recommended reading:

Bereźnicki F., Dydaktyka kształcenia ogólnego, Kraków 2001

Kruszewski K. (red.), Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich, Warszawa 1991

Kupisiewicz Cz., Dydaktyka ogólna, Warszawa 2000

Okoń W., Wprowadzenie do dydaktyki ogólnej, Warszawa 1996

Pólturzycki J., Dydaktyka dla nauczycieli, Toruń 1997

Code: 14.4-3PES-B12-WPS1

Introduction to Psychology

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Aleksander Gorbatkow PhD

Educational targets: General objective: create students' bases of development of psychological aspects of professional and pedagogical thinking and psychological components of professional knowledge, skills and habits. Research objectives: a) introduce notions necessary for building knowledge of general regularities of psychic functions of human being; b) make students aware of the fact that general regularities of psychic functions may be modified by age, sex, and other individual qualities of the individual. Practical objective: develop abilities to use theoretical knowledge to solve problems typical for pedagogical work. Educational objective: inspire sensitivity towards the other people considering their dissimilarities connected with genetic or cultural determinations etc.

Contents: Place of psychology within the system of sciences. Scientific psychology and its development before science. Theoretical and practical psychology. Main trends and

concepts of psychology. Methods of psychological research. Structure and functions of psyche. Structure and functions of cognitive processes. Structure and functions of emotional and motivational processes. Structure and functions of basic actions. Individual differences. Temperament; selected theories and typologies of temperament. Intelligence; selected theories and typologies of intelligence.

Recommended reading:

Strelau J. (red.): Psychologia, T. 1, 2. Gdańsk, 2000

Tomaszewski T. (red.): Psychologia ogólna, T. 1, 2, 3, 4. Warszawa, 1992, 1995

Włodarski Z., Matczak A.: Wprowadzenie do psychologii. Warszawa, 1987, 1992

Zimbardo P.G.: Psychologia i życie, Warszawa, 2002

Szewczuk W. (red.): Encyklopedia psychologii, Warszawa, 1998

Code: 14.4-3PES-B13-PSRO2

Psychology of Development and Personality

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Barbara Braun PhD

Students are obliged to complete this course before taking the course in General Psychology.

Educational targets: Psychology of Development and Personality is a course from group of basic courses. Its aim is to prepare the system of notions necessary to build the knowledge of developmental changes in psychic actions of human being during the lifetime and of determinants of those changes.

Contents: Essence of development. Determinants of development. Cognitive development: perception, memory, and thinking. Emotional development: emotions as processes connected with body, congenital and learnt emotional reactions, development of particular emotions. Social development: social interactions, leaning of social roles, compound social behaviour: prosocial and aggressive behaviour. Moral development: learning of moral values, meaning of identification process, connection of cognitive development with moral development – theories of J Piaget and L Kohlberg. Development of personality: development of one's self – self-knowledge and identity, self-esteem, sense of creation. Gender identity. E Erikson's theory of psychosocial development as an example of theory grown from dynamic trend. Models of adult personality. Description of stages of development: prenatal period, infancy, early childhood, preschool age, early school age, pubescence, adolescence, adulthood, and old age.

Recommended reading:

Przetacznik-Gierowska M., Tyszkowa M., Psychologia rozwoju człowieka t.1, PWN, Warszawa 1996

Harwas-Napierała B., Trempała J. (red.), Psychologia rozwoju człowieka. t.2 i 3, PWN, Warszawa 2003

Vasta R., Haith M.M., Miller S.M., Psychologia dziecka. WSiP Warszawa 1995

Turner J.S., Helms D.B., Rozwój człowieka, WSiP, Warszawa 1999

Code: 14.2-3PES-B14-SW3

Sociology of Upbringing

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Maria Sroczyńska PhD

Educational targets: Introduce students to selected subjects of sociological interpretation of phenomena connected with upbringing of human being. Show practical aspects of connection between social communication and quality of life in the globalizing world.

Contents: Place of sociology of upbringing in the structure of social sciences; connections between this subdiscipline and pedagogy; prospects of its development. Problems of structure and functions of educational institutions. Processes of socialisation in social micro- and macrostructures. Influence of culture, changed by globalisation processes, on shaping of individual identity. Selected aspects of social presence of axionormative systems (e.g. religion) and their role in socialising and upbringing processes.

Recommended reading:

Znanecki F., Socjologia wychowania, t 1 i 2, Warszawa 1973
Borowiak A., Szarota P. /red./, Tolerancja i wielokulturowość. Wyzwania XXI wieku, Warszawa 2004
Tillmann K.J., Teorie socjalizacji. Społeczność, instytucja, upodmiotowienie, Warszawa 1996
Mariański J., Wprowadzenie do socjologii moralności, Lublin 1989
Meighan R., Socjologia edukacji, Toruń 1993
Mielicka H. /red./, Socjologia wychowania. Wybór tekstów, Kielce 2002
Feinberg W., Soltis J.F., Szkoła i społeczeństwo, Warszawa 2000
Gries H.M.e, Socjologiczne teorie młodzieży – wprowadzenie, Kraków 1996
Mariański J., Wprowadzenie do socjologii moralności, Lublin 1989
Piwowarski W., Socjologia religii, Warszawa 1996
Sztompka P., Socjologia. Analiza społeczeństwa, Kraków 2002
Sztompka P., M. Kucia, Socjologia. Lektury, Kraków 2005
Buchner- Jeziorska A., M. Sroczyńska /red./, Edukacja w cywilizacji XXI wieku, Kielce 2005

Code: 05.9–3PES–B15–PSP3

Social Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Elżbieta Trafiałek PhD

Educational targets: Introduce students to problems of functioning of different types of educational environment, of social determinants and dysfunctions of various types of social activity. Shape social thinking and understanding the meaning of social dialogue.

Contents: The origins and conditions of establishment of social pedagogy in Poland and the world. Profiles of precursors and representatives of the science. Principles of methodology of social pedagogy and usage of particular research procedure in diagnosing various educational environments. Issues of environmental determinants of educational processes. Analysis of conditions enabling the fulfilment of developmental needs of human being in all stages of life and in various situations. Presenting of wide extra-institutional areas shaping personality and qualities of lives of individuals and social groups, with the particular emphasis on the perspective role of local environment.

Recommended reading:

Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980
Wroczyński R.: Pedagogika społeczna, Warszawa 1985
Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995
Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001
Przeclawska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

Code: 05.9-3PES-B16-PPR3

Labour Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Zdzisław Stoliński PhD

Educational targets: Show the place and meaning of work in people's lives. Show the methods of preparing children and youth to labour activity. While participating in the classes, students will gain

skills in active interpersonal communication.

Contents: Notion, subject and objectives of labour pedagogy. Man – education –work as the basic reference systems in labour pedagogy. Theoretical and methodological bases of labour pedagogy; labour pedagogy among pedagogical sciences and labour sciences; research areas of labour pedagogy; pre-professional training, pro-vocational education, vocational education, permanent education, in-service education, stages of professional development and professional promotion (e.g., in teaching profession), labour vs. choice of profession: vocational guidance, diagnosing and shaping general usefulness of worker, active job-hunting, shaping one's career: art of presentation, negotiation and interpersonal communication; education vs. problems of unemployment: social and pedagogical consultancy.

Recommended reading:

Kwiatkowski S. M., Symela K. (red): Standardy kwalifikacji zawodowych. Teoria metodologia projekty, Warszawa 2001

Kwiatkowski S. M.: Kształcenie zawodowe. Dylematy teorii i praktyki, Warszawa 2001

Bogaj A.: Relacje między kształceniem ogólnym a zawodowym. Kwiatkowski S.M. (red), Kształcenie zawodowe w warunkach gospodarki rynkowej. Warszawa 1994

Nowacki T.: Podstawy dydaktyki zawodowej, Wydanie 4, Warszawa 1983

Pietrasiński Z.: Podstawy psychologii pracy, Warszawa 1971

Wiatrowski Z.: Podstawy pedagogiki pracy, Bydgoszcz 2000

Group C Major Subjects

Code: 12.7-3PES-C17-EZ3

Health Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Bożena Zawadzka PhD

Educational targets: Increase students' interest in health problems and support their actions within the scope of identification and solution of own health problems, improvement of own health, and of individual and social development, as well as health care of the others and creation of healthy physical and social environment. Prepare future teachers and educators to teach the education path of Health Education in reformed school on every level of education, as well as working with other social groups in scope of health education.

Contents: Health as the essential notion of health education. Main health problems and methods of prophylaxis. Theoretical and methodological bases of health education. Health promotion. Personal and environmental hygiene. Safety – accidents, injuries and poisoning prevention. Balanced diet. Physical activity. Selected aspects of mental health. Selected aspects of human sexuality. Psychoactive substances usage. In educational contents of the course the main emphasis is put on positive health and issues directly concerning students – young people, who are the main group of addressees of the course.

Recommended reading:

Charzyńska-Gula M., (red.), Środowiskowy program wychowania zdrowotnego w szkole podstawowej i ponadpodstawowej, Lublin 1997

Demel M., Pedagogika zdrowia, Warszawa 1980

Woynarowska B., Sokołowska M., Jak tworzymy szkołę promującą zdrowie, Warszawa 1993

Woynarowska B., Zdrowie i szkoła, Warszawa 2000

Karski J. B., Promocja zdrowia, Warszawa 1995

Code: 05.6-3PES-C18-PAS3

Social Pathologies

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Rev. Prof. Dr habil. Jan Śledzianowski, Marta Wilk PhD

Educational targets: Introduce students to forms, etiology, phenomenology and social effects of social pathologies as well as prophylactic, therapeutic and rehabilitative possibilities in conditions of modern reality.

Contents: Introduction to theory and notions of modern social pathologies. Abnormalities and disturbances that pose a threat to modern people (e.g., crisis of values, debasement of moral values, growing hostility, lack of sense of security, difficulties in fulfilment of material and psychosocial needs, social callousness, social solitude of a modern man). Introduction to individual forms of social pathologies, which have always concerned people, such as: addiction to toxic substances, crime, prostitution, suicide, aggression, and poverty. Presenting the other forms of social pathologies, which appeared while development of civilisation, e.g., television addiction, internet addiction, shopping addiction, workaholism; unemployment.

Recommended reading:

Śledzianowski J., Uzależnienia wśród młodzieży szkolnej, Wyd. Akademii Świętokrzyskiej, Kielce 2004.

Śledzianowski J., Wychowanie wobec przemocy, Wyd. Karad, Kielce 2004.

W służbie dziecku, Tom I; II; III, pod red. J. Wilka, Wyd. KateDru Pedagogiki Rodziny KUL, Lublin 2003.

Uwarunkowania i wzory marginalizacji społecznej współczesnej młodzieży, pod red. Wł. Kubika i B.

Urbana, Wyd. „Ignatianum” Uniwersytetu Jagiellońskiego- Instytut Pedagogiki, Kraków 2005.

Zjawiskowe Formy patologii społecznych oraz profilaktyka i resocjalizacja współczesnej młodzieży, pod red. Sołtysiak T. i Sudar- Malukiewicz J., Wyd. Akademii Bydgoskiej, Bydgoszcz 2003.

Pospiszyl I., Ofiary chroniczne, Wyd. Akademii Pedagogiki Specjalnej, Warszawa 2003.

Cekiera Cz., Ryzyko uzależnień, Wyd. Towarzystwo Naukowe KUL, Lublin 1994.

Zagrożenia w wychowaniu i socjalizacji młodzieży oraz możliwości ich przewycięzania, pod red. T.

Sołtysiak, Wyd. Akademii Bydgoskiej, Bydgoszcz 2005.

McWhirter J. J. i inni, Zagrożona młodzież, Wyd. PARPA, Warszawa 2001

Code: 15.0-3PES-C19-ME1

Media in Education

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Stefan Krawczyk MA

Educational targets: Introduce students to rules of operation and usage of didactic technical devices; present techniques of using those devices in didactic process; inform students about new media (which have not yet been used in Polish schools or educational institutions); show possibilities of multimedia computer in didactic process; introduce students to various techniques of making didactic materials to visual and audio-visual presentation, with careful consideration of digital technique.

Contents: Presentation in communication process. Methods and ways of sound recording: analog (magnetic and mechanical) and digital (compact disc, MiniDisc). Analog systems of recording of television signal (VHS, SVHS, Hi-8). Digital systems of recording of television signal (mini DV, digital-8, DVD, DVD+RW). Digital recording of static image in computer (photo-CD) and in digital camera (memory card - Memory Stick, SD, CF). DVD – digital high-definition recording of audio and video files. Home cinema - Dolby Prologic, Dolby Digital, DTS. Multimedia projectors - LCD, DLP, CRT. Multimedia computer usage to making didactic materials: video montage, audio-visual presentations, designing and printing of transparencies.

Recommended reading:

Gajda J., Juszczak S., Siemieniecki B., Wenta K., Edukacja medialna, Toruń 2002
Goban-Klas T., Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu,
Warszawa 1999
Łasiński G., Sztuka prezentacji, Poznań 2000
Bogaj A., Kwiatkowski S.M., Infrastruktura medialna szkół, Warszawa 2000
Kwartalnik "Edukacja medialna"

Group D Specialised Courses

Code: 11.1-3PES-D20-PM1

Basics of Maths

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): E Kopeć PhD

Educational targets: Learn, systematize and advance the understanding theoretical basics of school mathematics within the base curriculum for the general education on the first level of education (sets and relations, numbers and operations, figures and measures). Learn in practice the fundamental mathematical methods used to research everyday life situations by solving tasks of different levels of difficulty. Introduce students to creation, description and definition of notions, and detection, test and justification of theorems. Development of skills to proper use of mathematical language: in words, graphics and symbols (on various levels of formalisation, adapted to the educational level), models and drawings.

Contents: Notions of: set, relation, domain, counterdomain of the relation, graph, function of one variable as an example of relation, natural numbers, rational numbers; propaedeutics of science about fractions, main notions of geometry, and notion of measure.

Recommended reading:

Kucharczyk S., Podstawy nauczania początkowego matematyki, Warszawa 1996

Sawicki T. (red.), Matematyka, Opole 1997

Semadeni Z.(red.), Nauczanie początkowe matematyki, Warszawa, t. 2, 1984, t. 3, 1985, t. 4, 1988

Semadeni Z., Matematyka współczesna w nauczaniu dzieci, Warszawa 1979

Siwek H., Czynnościowe nauczanie matematyki, Warszawa 1998

Code: 03.2-3PES-D21-ZU1

Music

Number of tutorials: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Szypułowa

Educational targets: Develop students' creative and reconstructive, creative and perceptual skills in order to enable conducting music lessons in preschool and early school education.

Contents: Development of skills of proper intonation of child songs, basics of play on the school music instruments, ability of reading notes using solmisation, and playing instruments using letter names of sounds, fundamental music and motion skills, and creating and listening to music. Music exercises and games with use of rhythmic values and basic rhythmic groups in paired and unpaired metre. Inhibitative-icitative exercises and music and motion correlation games.

Recommended reading:

Szypułowa I., Zajęcia umuzykalniające, Kielce 1992

Szypułowa I., Śpiewnik szkolny, Kielce 1992

Stasińska K., Instrumentarium Orffa w szkole, Warszawa 1986

Stasińska K., 120 lekcji muzyki w klasach 1-3, Warszawa 1995
Smoczyńska-Nachtman, U., Muzyka dla dzieci, Warszawa 1992

Code: 05.9-3PES-D22-PRZ2

Preschool Pedagogy

Number of lecture hours: 15, **number of blackboard classes:** 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): E Zyzik PhD, M Kwaśniewska PhD

Educational targets: Present theoretical bases of practical educational and didactic actions in kindergarten with connection to psychological and biomedical research as well as modern didactic solutions. Emphasize integral character of preschool education, arranging different contents in specific forms of work with children. Connection of achievements of psychological and pedagogical sciences with practical achievements of preschool education.

Contents: Introduction to programme structure of preschool education within the areas of: society, environment and culture. Development of ability of organising the educational process in a kindergarten. Training towards abilities of adapting tasks to pupils' possibilities and interests; creating proper conditions for individual speed of work; developing pupils' knowledge and interests; developing competence to creating situations to enable pupils' self-knowledge. Using various forms and methods of educational work in a kindergarten.

Recommended reading:

Kwiatkowska M. (red.), Podstawy pedagogiki przedszkolnej, Warszawa 1985

Guz S., Edukacja przedszkolna w okresie przemian, Warszawa 1995

Ratajek Z., Z zagadnień wychowania i kształcenia dzieci 6-letnich, Kielce 1994

Brzezińska A., Czuba T., Dziecko w zabawie i świecie języka, Poznań 1995

Zwiernik M., Alternatywa w edukacji przedszkolnej, Wrocław 1996

Code: 05.9-3PES-D23-MWP2

Methodology of Preschool Integrated Education

Number of lecture hours: 10 **number of blackboard classes:** 30

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): E Zyzik PhD, M Kwaśniewska PhD

Educational targets: Present theoretical bases of practical educational and didactic actions in kindergarten with connection to psychological and biomedical research as well as modern didactic solutions. Emphasize integral character of preschool education, arranging different contents in specific forms of work with children. Connection of achievements of psychological and pedagogical sciences with practical achievements of preschool education.

Contents: Introduction to pedagogical literature on methodology of preschool teacher's work within the areas of: society, environment, art and culture. Developing the abilities of organising educational process in a kindergarten. Training towards adapting tasks to pupils' needs, capabilities and interests. Develop executive competence of taking pedagogical actions, developing pupils' interests and knowledge. Developing abilities of using various forms and methods of preschool educational work. Pedagogical reflection on every child's good.

Recommended reading:

Kamińska K., Nauka czytania dzieci w wieku przedszkolnym, Warszawa 1999

Dmochowska M., Zanim dziecko zacznie pisać, Warszawa 1991

Fiedler M., Matematyka już w przedszkolu, Warszawa 1991

Brzezińska A., Czuba T., Dziecko w zabawie i świecie języka, Poznań 1995

Zieloną ścieżką, Edukacja ekologiczna, Przewodnik dla nauczyciela, Warszawa 1996

Code: 05.9-3PES-D24-WCZ2

Primary School Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Lidia Pawelec PhD

Educational targets: Connect traditional approach with the latest modern orientations and trends. Introduce students to theoretical knowledge of primary school education, which should be used in practice. Provoke critical reflection on decision taking process in planning and realisation of didactic process in early school education. Help students (teachers and educators) to discover and realise own pedagogical vision of integrated education as well as individual pedagogical and educational views and preferences.

Contents: Development of primary school education as a science; methodological orientations, modern trends if innovation of early school education, educational contents, choice and structure of educational contents, types of lesson, issues of educational work, stimulation of cognitive development, prescriptive image of a teacher, problems of efficiency of early school education.

Recommended reading:

Adamek I., Podstawy edukacji wczesnoszkolnej, Kraków 1997

Duraj-Nowakowa K., Integrowanie edukacji wczesnoszkolnej, Kraków 1998

Wiechowski R., Pedagogika wczesnoszkolna, Warszawa 1993

Roszkowska-Przetacznik M., Wtorkiewicz L., Ocenianie opisowe – diagnoza i motywacja, Kraków 2000

Stasica J., Pierwsze dni w szkole uczniów klasy pierwszej (konspekty zajęć), Kraków 2000

Code: 05.9-3PES-D25-EPL2

Integrated Primary School Education in Polish Education

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Irena Stańczak PhD, Elżbieta Zyzik PhD

Educational targets: Effective learning and solving of cognitive and realizational problems, collaboration and work in a group. Introduction to methodological knowledge of Polish education. The essence of the course is to base the education on students' activity and independence while broadening knowledge and their natural curiosity and creativity. Training students in Polish education is understood as a process of inspiring and supporting individual development to particular, more or less accepted, aims.

Contents: Gaining wide knowledge of methodology of Polish education on the grounds of curriculum; using cognitive strategies and methodologies course of action in work with pupils of grades 1-3; student's ability to use techniques of effective learning; ability of planning and organising own methodological work with pupils' team; ability of using various sources of information (e.g., the Internet); ability of evaluation of own work (self-evaluation); ability of noticing, defining and solving problem situations; predicting the results of own actions; ability of working for the others and cooperating work in a group; ability of public speaking; ability of emphasising the speech by various means.

Recommended reading:

Jakubowicz A., Lenartowska K., Plenkiewicz M., Czytanie w początkowych latach edukacji, Bydgoszcz 1999

Kida J., Hadała, Dyka F., Koncepcje metodyczne pracy z lekturami w klasach I-III, Rzeszów 2000

Kołodziejska I., Teatrzyk dla klas młodszych, Płock 1997

Cieszyńska J., Nauka czytania krok po kroku, jak przeciwdziałać dysleksji, Kraków 2001

Code: 13.9-3PES-D25-EPS2

Integrated Primary School Education in Environmental and Social Education

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Introduce students to the concept of modern environmental and social education in early school education.

Contents: Place of environmental and social education in the system of integrated primary education; environmental and social issues as the common ground for integration of contents and methods of education. Aims, objectives and contents of environmental and social education in early school education. Principles of environmental education. Educational methods, organisational forms and didactic devices in environmental education. Notions of environmental and social education. Creating pupils' skills in learning the surrounding world. Developing pupils' activities. The meaning of research work in development of pupils' thinking.

Recommended reading:

Gutowska H.\red.\ "Środowisko społeczno-przyrodnicze w klasach I - III. Książka przedmiotowo-metodyczna", WSiP, Warszawa 1989

FrątczakowieE.,J. "Edukacja ekologiczna uczniów klas I -III", Ofic. Wyd. TUVEX, Pabianice 1993

Paško I. "Kształtowanie postaw proekologicznych uczniów klas I - III szkół podstawowych", Wyd, Nauk. Akademii Pedagogicznej, Kraków 2003

Zioło I. "Edukacja środowiskowa na poziomie nauczania zintegrowanego, Wyd. Nauk. Akademii Pedagogicznej, Kraków 2000

Code: 11.1-3PES-D25-EMT2

Integrated Primary School Education in Mathematical Education

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): E Kopeć PhD

Educational targets: Develop skills of independent panning, organising and evaluating effects of teaching maths within the early school education, taking into account modern views on school mathematics and teaching maths, modern didactic and psychological theories on considering individual differences between children and differences in learning styles, as well as possibilities of integration of mathematical and other contents. Introduce to the theory and rules of critical analysis of modern curricula, evaluation of handbooks, didactic aid and other methodological materials for early school education.

Contents: Review of modern didactic and psychological theories on teaching mathematics in early school education; operational character of mathematics and functional teaching; analysis of concrete, imagined and abstract operations; heuristic plan in functional method; development of mathematical notions on the basis of functional teaching concept, a well as P van Hiele's and J Bruner's theories; mathematical activity of a child in a process of teaching maths, difficulties in learning maths. Integration of teaching maths and other subjects; text items, types of text items and methods of solving. Notion of equation and inequality on multilevel scheme of functional method, methods of solving equations on the basic level. Natural numbers, many-sidedness of natural numbers. Developing basic notions of geometry. Diagnosis and evaluation of pupils' achievements.

Recommended reading:

Gruszczyk-Kolczyńska E., Dzieci ze specjalnymi trudnościami uczenia się matematyki, Warszawa 1994
Gruszczyk-Kolczyńska E., Dlaczego dzieci nie potrafią się uczyć się matematyki, Warszawa 1999
Semadeni Z.(red.), Nauczanie początkowe matematyki, Warszawa, t. 1, 1981, t. 2, 1984, t. 3, 1985, t. 4, 1988
Siwek H., Czynnościowe nauczanie matematyki, Warszawa 1998
Treliński G., Kształcenie matematyczne w klasach początkowych, Kielce 1995

Code: 03.2-3PES-D25-MUZ2

Integrated Primary School Education in Music Education

Number of lecture hours: 10, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Szypułowa

Educational targets: Receive didactic skills necessary for conducting music classes in preschool and early school education.

Contents: Theoretical foundations of music education with emphasis on modern systems of music education (Z Kodaly, E Jagues–Dalcroze and K Orff) and their integrational functions within education. Methodological issues contain description of five types of music activity (i.e. singing, playing school musical instruments, music and motion activities, composing music and perceiving music), as well as organisation and course of didactic and educational processes (didactic games) and planning of didactic and educational work (scenarios, projects, abridgements, curricula).

Recommended reading:

Nauczanie muzyki w klasach wczesnoszkolnych, Zarys metodyki nauczania początkowego, t. VI, pod red, I. Szypułowej, Kielce 1988

Chyła-Szypułowa I., Muzyka w zintegrowanej edukacji wczesnoszkolnej, [w:] Kwartalnik ISME 2003, nr 1-2-3, s. 36-42

Pękala A., Idee wychowania muzycznego w polskiej myśli pedagogicznej, Częstochowa 2001

Szypułowa I., Pieśń szkolna – jej teoria, historia oraz miejsce w repertuarze edukacyjnym polskiego szkolnictwa XIX i XX wieku, Kielce 1994

Jankowski W., Wychowanie muzyczne w szkole ogólnokształcącej, 1970

Code: 03.1-3PES-D25-EPS2

Integrated Primary School Education in Fine Arts Education

Number of lecture hours: 10, **number of tutorials:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Magdalena Miernik MA, Anna Stawecka MA

Educational targets: Create students' creative attitude as the condition for development of child's creativity. Develop manual dexterity. Develop open attitude towards all forms of expression and aspects of child's creativity. Develop students' interests in fine arts.

Contents: Main notions of fine arts concerning drawing, painting, graphics and sculpture as well as the oeuvre of the artists, whose works can be used in work because of their reception among children. Plastic techniques (concerning drawing, painting, graphics and sculpture) on the level adjusted to the child's development. Psychophysical and plastic development of a child (capabilities depending on the age; preferences in the choice of techniques and tools). The most attractive forms and methods of organising work with children.

Recommended reading:

Daszyńska M., Techniki graficzne, Warszawa 1992

Marcinkowska K., Bryły i reliefy, Warszawa 1998

Oseka A., Spojrzenie na sztukę, Warszawa 1987

Szuman S., Sztuka dziecka. Psychologia twórczości rysunkowej dziecka, Warszawa 1990

Code: 06.9-3PES-D25-ET2

Integrated Primary School Education in Technical Education

Number of blackboard classes: 20

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Sławomir Koziej PhD

Educational targets: Prepare students to conduct technical classes on the level of preschool and early school education. Methodological and factual issues: contents of technical education on the grounds of base curriculum and selected curricula for preschool and early school education. Introduce the principles, methods and forms of realisation of the contents, develop the ability of planning, organising and conducting lessons; present materials, tools and technical devices; develop basic technological skills of processing of various materials (mostly paper).

Contents: Role of technical education in preschool and early school education. Objectives and contents of technical education. Technical culture. Developing technical notions and pupils' technical thinking. Principles and methods of technical education. Materials science and technology: paper, wood, metals, plastics, textile material and foodstuffs. Assembly and disassembly of technical (mechanical and electrical) devices with the use of assembly tools kit. Control and evaluation in technical education. Didactic devices in technical education. Development of processing of various materials (paper, plastics, metals, textile materials) while realising the selected technical tasks.

Recommended reading:

Bartosński J., Technika w klasach I-III. Przykłady prac, Kielce 1992

Dąbrowski A., Praca-technika w klasach I-III. Książka pomocnicza dla nauczyciela, Warszawa 1983

Kazberuk J., Nauczanie pracy-techniki w klasach I-III. Zarys metodyki, Warszawa 1990

Mrozkiewicz J., Kształcenie ogólnotechniczne w nauczaniu początkowym, Warszawa 1985

Zajda K., Wychowanie techniczne w przedszkolu, Warszawa 1990

Code: 16.1-3PES-D25-MOT2

Integrated Primary School Education in Motor Activity Education

Number of blackboard classes: 20

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Magdalena Lelonek MA

Educational targets: Theoretical and practical preparation of students to organisation, planning and realisation of motor activity education process in a kindergarten and primary school.

Contents: Place and role of physical education in early school education, programme of physical education, methods and forms of physical education, lesson: construction, organisation, courses, scenarios. Organisational forms of preschool work. Educational values of motion games. Motion games in teaching gymnastic and athletics skills, as well as preparing to team games, recreational games, and sport mini games – methodology of selected skills teaching. Preparation of collection of exercises and scenarios, conducting motion activities.

Recommended reading:

Grabowski H., Teoria fizycznej edukacji, Warszawa 1999

Nowakowska K., Wybrane zagadnienia z metodyki wychowania fizycznego, Kielce 1999

Strzyżewski S., Proces kształcenia i wychowania w kulturze fizycznej, Warszawa 1996

Sulisz S. (red.), Wychowanie fizyczne w kształceniu zintegrowanym, Warszawa 2000

Trześniowski R., Gry i zabawy, Warszawa 1996

Code: 08.9-3PES-D26-NJ1

Language Studies

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Marek Kałny

Educational targets: Broaden and consolidate knowledge of rules systematising linguistic forms; prepare students to teaching Polish on the level of early school education and conduct developing speech and thinking classes to kindergarten children, widen students' culture of language.

Contents: Introduction to basic knowledge of phonological, morphological, lexical and syntactic systems of language. Present physical and physiological determinants of speaking, listening and understanding; functioning of vocal organs; description of articulation and acoustics of sounds and classification of sounds; assimilations; principles of phonetic writing; sources of divergence between speech and writing; classification of words – on account of meaning, function and build; contents and meaning of words; real meaning, etymological meaning, metaphorical meaning; word-building – types of word-building classes, types of formants, word-building categories; inflected and uninflected parts of speech; main types of declension; conjugative forms; set phrases and types of set phrases; types of utterances; relationships of words in a sentence; analysis of simple and compound sentences; correctness of texts.

Recommended reading:

Bąk P., Gramatyka języka polskiego, Warszawa 1978

Klemensiewicz Z., Podstawowe wiadomości z gramatyki języka polskiego, Warszawa 1970

Jaworski M., Podręczna gramatyka języka polskiego, Warszawa 1974

Gramatyka opisowa języka polskiego z ćwiczeniami, prac. zbior. pod red. B. Wieczorkiewicz, M. Doroszewski, t. 1, t. 2, Warszawa 1964

Wierzchowska B., Fonetyka i fonologia języka polskiego, Wrocław 1980

Grzegorzczkowska R., Zarys słowotwórstwa polskiego, Warszawa 1982

Tokarski J., Fleksja polska, Warszawa 1978

Jodłowski S., Podstawy polskiej składni, Warszawa 1977

Code: 08.9-3PES-D27-LIT3

Literature for Children and Youth

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Marek Kałny

Educational targets: Prepare students to didactic and educational work with literature for children and youth. Realise reading needs, possibilities of reception. Introduce main tendencies of development of this discipline. Create skills of judging book in terms of aesthetic and ability of proper use of methods of literary analysis. Stress the need of regular contacts with literature.

Contents: Work of poetry, its characteristics and functions. Characteristics and functions of prose for children and youth, issues of handicapped children and problems of drug addiction. Presenting the most eminent interwar and modern writers. Syncretism of prose works, significance of the protagonist, composition structures, thematic and formal structures, fables and fairy tales with particular emphasis on multidimensional character of fairy tales, meaning of modern fairy tales, and their therapeutic sense. Educational aspects of literature are of constant lecturers' interest.

Recommended reading:

Białek J. Z., Literatura dla dzieci i młodzieży w latach 1918-1939, Warszawa 1979

Frycie S., Literatura dla dzieci i młodzieży w latach 1945-1970, cz. I, Warszawa 1978, cz. II, Warszawa 1982
Paclawski J., Kątny M., Literatura dla dzieci i młodzieży, Kielce 1995
Chęcińska U. (red.), Dziecko i jego światy w poezji dziecięcej, Szczecin 1994
Kuliczowska K., W świecie prozy dla dzieci, Warszawa 1983

Code: 03.2-3PES-D28-EIIG3

Voice Emission and Impostation

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Piotr Pasiński MA

Educational targets: Develop proper habit within the voice emission; prophylaxis – conscious protection of vocal organ from treats and illnesses connected with overextersion; assessment of the state of vocal organ with the use of specialist devices; active counselling for teachers; exercises for voice hygiene (for students and teachers).

Contents: Acoustic bases of voice. Build and function of vocal organ. Pathology of voice. Hygiene of voice. Practical methods of voice exercises. Breathing exercises. Phonetic exercises. Articulation exercises. Principles of Polish pronunciation. Selected vocal techniques.

Recommended reading:

Foniatria kliniczna, pod red. A. Pruszewicza, Warszawa 1981
Gawęda K., Łazewski J., Uczymy się poprawnej wymowy, Warszawa 1986
Głos narzędziem pracy. Poradnik dla nauczycieli, pod red. M. Śliwińskiej-Kowalskiej, Łódź 1999
Mitrinowicz-Modrzejewska A., Fizjologia głosu i mowy, Warszawa 1963
Torasiewicz B., Mówię i śpiewam świadomie. Podręcznik do nauki emisji głosu, Kraków 2003

Code: 12.2-3PES-D29-PSKL3

Clinical Psychology

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Pufal-Struzik

Educational targets: Cognitive aim – introduce students to etiology and types of child, youth and adult mental disorders. Practical aim – present teacher's role in prophylaxis of disorders as well as early indication child developmental dissonances to parents (institutions); basic skills in dealing with fearful, aggressive, able, neurotic and ill child. Educational aim – develop proper students' attitude towards the disabled and sick; prepare to self-education in psychological issues of normal functioning of people of different age.

Contents: Notion of health and illness. Selected concepts of mental health. Biopsychical and environmental causes of developmental, neurodynamic, personality, psychotic and behavioural disorders. Symptomatology of selected disorders. Effects of disorders on didactic and social functioning of children and adults. Basics of prophylaxis of disorders determined by the environment, principles of psychotherapy and treatment. Selected law issues concerning dealing with mentally ill people.

Recommended reading:

Bishop G.D.: Psychologia zdrowia, Astrum, Wrocław 2000
Carson R.C., Butcher J.N., Mineka S.: Psychologia zaburzeń, t.1 i 2, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003
Meyer R.G., Psychopatologia, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
Popielarska A., Popielarska M.: Psychiatria wieku rozwojowego, PZWL, Warszawa 2000

Code: 05.6-3PES-D30-MDR3

Methodology of Corrective-Compensatory Work

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Prepare students to work with pupil with specific learning difficulties; arouse students' curiosity about searching own methods of corrective-compensatory work in didactic process of dealing with child with specific learning difficulties. Accustom students to regular self-education in searching and discovering new solutions in work with children with specific learning difficulties.

Contents: Theoretical bases, objectives, principles, methods and forms of corrective-compensatory work; description of organisation and conduct of corrective-compensatory activities, objectives of corrective-compensatory activities; corrective-compensatory workshop; selected methods and exercises used in work with pupil with specific difficulties, improving main perceptual and motor functions; planning and designing of corrective-compensatory activities.

Recommended reading:

Czajkowska I, Herda K., Zajęcia korekcyjno-kompensacyjne w szkole, Warszawa 1996

Gruszczyk-Kolczyńska E., Dzieci ze specyficznymi trudnościami w uczeniu się matematyki, Warszawa 1994

Kaja B., Zarys terapii dziecka, Bydgoszcz 1995

Pileccy W. i J.(red.), Stymulacja psychoruchowego rozwoju dzieci o obniżonej sprawności umysłowej, Kraków 1995

Szurmiak M., Podstawy reedukacji uczniów z trudnościami w czytaniu i pisaniu, Warszawa 1987

Code: 05.9-3PES-D31-WNI3

Integrated Upbringing and Teaching

Number of blackboard classes: 20

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Introduce students to essence and main issues of integration disabled and normally developing children in the institutionalised process of upbringing and teaching.

Contents: Introduction to regulations of educational and didactic process in the integrated institutions. Introduction to conditions, methods and didactic devices in work of integrated institutions. Practical skills of organisation of educational process in integrated institutions, and of dealing with children with various needs and developmental capabilities. Practical training in designing of scenarios of games and activities using various methods, as well as planning and conducting of those games and activities.

Recommended reading:

Boguck J., Kościelak M. (red.), Wychowanie i nauczanie integracyjne, Warszawa 1999

Fantana D., Psychologia dla nauczycieli, Poznań 1998

Gaś Z. (red.), Psychologia wychowawcza stosowana, Lublin 1995

Janowski A., Poznawanie uczniów, Warszawa 1993

Lovass O., Nauczanie dzieci niepełnosprawnych umysłowo, Warszawa 1993

Code: 12.9-3PES-D32-LDT3

Logopaedics. Diagnosis and Therapy

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Piotr Pasiński MA

Educational targets: Introduce students to basic knowledge of norms and all disorders as well as causes of the disorders in child language development. Equip students with skills of diagnosing symptoms of abnormal development and taking effective prophylactic and stimulating actions in order to facilitate child's development of linguistic skills.

Contents: Essence of language and speech – social, psychological and psycholinguistic aspects. Linguistic and communicative competence. Development of linguistic skill and determinants of its acquisition. Infantile aphasia in children with listening disorder, disorder of mental development and infantile cerebral palsy – logopaedic actions. School situation of children with speech impediments and speech disturbances. Basics of diagnosis of speech disorders. Classification of speech disorders. Methods and exercises of stimulation of language skills development. Place and meaning of orthophonic exercises in preschool education. Logopaedic prophylaxis. Organisation of logopaedic care in Poland.

Recommended reading:

Jastrzębowska G., Podstawy logopedii :dla studentów logopedii, pedagogiki, psychologii i filologii, Opole 1995

Kaczmarek L, Nasze dziecko uczy się mowy, Lublin 1970

Kurcz I., Język a psychologia: podstawy psycholingwistyki, Warszawa 1999

Gałkowski T., Jastrzębowska G. (red), Logopedia. Pytania i odpowiedzi, Opole

Minczakiewicz E., Mowa, rozwój, zaburzenia, terapia, Kraków 1997

Sachajska E., Uczymy poprawnej wymowy: metodyka postępowania ortofonicznego z dziećmi w wieku przedszkolnym, Warszawa 1981

Code: 15.0-3PES-D33-TUK3

Training of Communicative Skills

Number of blackboard classes: 20

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Lidia Świeboda–Toborek MA

Educational targets: Introduce students to widely understood issue of communication. Provide students with knowledge of principles and techniques of effective communication. Train in methods of expression of emotions, opinions as well as acting in conflictual situations. Analyse own style of communication in interpersonal relations and work on improvement of qualities of interpersonal relations. Analyse in detail the relations between teacher and student. Improve communication process in school environment.

Contents: Essence of communication process, notions, definitions, and scheme of information transfer. Meaning of effective communication in teacher's work – roles and objectives of a group work animator. Personal determinants of skills of partnership building. Cooperative behaviour model – positive approach, openness, and empathy. Obstacles in communication process. Verbal and non-verbal communication – sent information signals, meaning of integrity of communication channels. Methods of effective communication – active listening, paraphrase, and reflection. Assertive communication and its meaning in development of healthy interpersonal relations. Constructive methods of managing conflicts in a group. Proper use of rules of communication in self-presentation and public speaking (school celebrations, parents' evening, and class and school promotion).

Recommended reading:

Alberti R., Emmons M., Asertywność - sięgnij po to czego chcesz nie raniąc innych, Gdańsk 2003
Aronson E., Wilson T., Akert M. Psychologia społeczna. Serce i umysł, Poznań 1999
Detz J., Sztuka przemawiania, Gdańsk 2003
King G. Umiejętności terapeutyczne nauczyciela, Gdańsk 2003
McKay M., Davis M., Fanning P., Sztuka skutecznego porozumiewania się, Gdańsk 2003

Code: 11.3-3PES-D34-TI2

Information Technology

Number of tutorials: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Jerzy Stamirowski

Educational targets: Introduce students to the foundations of information technologies and use of information technologies, especially in social sciences and pedagogy.

Contents: Description and presentation of the basics of selected information technologies. The essence of computer science. Presenting numbers, texts, images and sounds by computer tools, using types and formats and possibilities of their processing. Methods of storing and processing data of various requirements and sizes. Databases, knowledge bases and data warehouses. Communication technologies in local and global (the Internet) environment. Basics of creating and presenting information for the Internet. Websites and their placement in the network. Multimedia technologies in local and global environment. Rules of building and presenting application linking different formats of data (numbers, text, image and sound). Information technologies in analysis and support real systems work. Environmental specification and analytical modelling of systems: description of data, functions and actions of a system. Modelling of a system using information tools (decisive and simulation models). Foundations of the artificial intelligence and learning systems. Possibilities of modelling of social and educational systems.

Code: 05.9-3PES-D35-WMO3

Monographic Lecture

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): suggested by the Director

Educational targets: Broaden students' pedagogical knowledge within specific pedagogical subdisciplines on the basis of the latest results of research.

Contents: Contents of lectures are determined by research interests of lecturers (senior academic teachers) and by achievement of the science, taking into consideration students' needs within the chosen specialisation area.

Recommended reading:

Depends on the contents

Code: 05.9-3PES-D36-SEM2,3

Seminar

Number of blackboard classes: 60

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. I Szypułowa

Educational targets: Prepare student to write a thesis. Students ought to display their skills in using knowledge of methodology of scientific research and educational practice in their own

research projects. The aim of the course is to develop students' critical and creative attitude toward educational problems.

Contents: Stages of pedagogical research programme. Model of investigated phenomena in the light of curricular and critical survey of literature. Problems and hypotheses in pedagogical research. Gathering, selecting, analysing and interpreting of research results. Academic language and style.

Recommended reading:

Rudniański J., O dobrym kształceniu i o wychowaniu, Warszawa 1990

Dutkiewicz W., Prac magisterska z pedagogiki, Kielce 1996

Spionek H., Rozwój i wychowanie małego dziecka, Warszawa 1972

Węglińska M., Jak pisać pracę magisterską, Kraków 1997

Łobocki M., Wprowadzenie do metodologii badań pedagogicznych, Katowice 1972

Early School and Preschool Education with Pedagogical Therapy (ES)

Second-cycle programme

Duration: 2 years

Academic year: 2006/2007

Group A General Education

Code: 14.7-3PES-A1-AK1

Cultural Anthropology

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Halina Mielicka PhD

Educational targets: Involve students to discussion about cultural differences present in modern societies. Explain rules of controversial endocentredness and effects of lack of toleration towards cultural differences. Analyse mechanisms connected with attitudes towards values, and functioning of structures of such institution as a family and other social categories connected with kinship.

Contents: Kinds and variants of anthropology. Presentation of basic theoretical orientation of cultural anthropology – present a human as a creator and consumer of culture. Culture as subject of theoretical and practical (field, qualitative) research. Explain methods of influence of culture on social life; cultural patterns; connection between culture and social integration. Culture and nature. Discussion about human nature. Selected theories of interpretation of culture. Axiological foundations and classification of culture. Tradition and change in culture. Introduction to issues of primitive culture, culture of myth, magic and religion, local, regional, national and mass culture, and dynamics of cultural change. Local and universal culture. Main phenomena and changes in modern culture.

Recommended reading:

Mrozek – Dumasowska M., Człowiek w labiryncie magii, Warszawa 1990

Nowicka E., Świat człowieka – świat kultury. Systematyczny wykład problemów antropologii kulturowej, Warszawa 1997

Olszewska – Dyoniziak B., Człowiek – kultura – osobowość. Wstęp do klasycznej antropologii kultury, Kraków 1991

Sulima R., Antropologia codzienności, Kraków 2000

Szyjewski A., Etnologia religii, Kraków 2001

Wencel A. (red.), Wiedza o kulturze, Antropologia kultury. Zagadnienia i wybór tekstów, cz. 1, Warszawa 1995

Code: 08.9-3PES-A2-E1

Ethics

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Rev. Prof. Dr habil. Mieczysław Rusiecki

Educational targets: Present essential values in the hierarchical order, as well as norms of conduct with their interiorization. Development of own ethical attitudes, such as diligence, integrity, responsibility for own life by permanent improvement – self-education, growing to mastery in social role, innovation and creativity, development of skills of social coexistence: readiness to dialogue, tolerance, assertive educational interference, sense of responsibility for the others, for the atmosphere at work, mutual respect, trust, willingness to help the needy, care about the social good, explicit and consistent distant from all forms of pathology and all forms of moral corruption.

Contents: Ethics as a philosophical and normative discipline based on human rationality and experience which includes all issues connected to human life discussed in the aspect of its self-realisation. Ethics describes essential values (good and wrong), norms, assessments and sanctions, refers to natural law and positive law by presenting different possibilities of interpretation within selected philosophical systems. In individual aspect, ethics describes human dignity, value and

sense of life, human rights, conscience, moral integrity, freedom and responsibility. In social aspect, ethics describes norms of marriage and family life (responsible parenthood), establishes norms of professional ethos, discusses the principles of social life (participation, professional solidarity, social good, and environmental protection). It also discusses pathologies of social life.

Recommended reading:

Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999

Stróżewski W.: W kręgu wartości, Kraków 1992

Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991

Styczeń T.: Wprowadzenie do etyki, Lublin 1993

Ślipko T.: Zarys etyki ogólnej, Kraków 2002

Code: 08.9-3PES-A3-L1

Logic

Number of blackboard classes: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Janusz Sytnik-Czetwertyński PhD

Educational targets: Introduce students to foundations of correct understanding and reasoning. Shape the skills of using scientific notions. Provide students with the competence to deduct on their own.

Contents: General description of logic: meaning of the terms, fields of logic (semiotics, semantics, syntax and pragmatics), logical theory of language; place of logic in the system of sciences. Language and statement; classification of natural, artificial and formal languages; statements and their functions (expressive, persuasive, suggestive, descriptive, performative and rational). Issues connected with the name: notion of name, designatum, contents and range of name, classification of names, denotation relations between names. Classic sentential calculus: notion of logical sentence, evaluation of statement, language of sentential calculus – sentence variables, functors and formulas, types of functors, writing sentences of colloquial speech by the use of notions of sentential calculus, tautologies. Predicate calculus: notion of a sentence, sentence of one argument, types of quantifiers, general and existential sentences, writing colloquial speech by means of Logic of Quantifiers. Definitions: parts of definition, types of definition, errors connected with definition. Reasoning: deductive and credential (reductive, inductive, and by analogy).

Recommended reading:

Omyła M.: Logika. Wybrane zagadnienia, WSiP, 1980 i nast. wydania

Kotarbiński T.: Elementy teorii poznania, logiki formalnej i metodologii nauk, Wyd. PAN, Warszawa 1990

Ziemiński Z.: Logika praktyczna, PWN, Warszawa 1987

Stanosz B.: Ćwiczenia z logiki, PWN, Warszawa 1980

Kmita J.: Number of lecture hours: z logiki i metodologii nauk, PWN, Warszawa 1973

Code: 05.9-3PES-A4-MEB1

Methodology of Pedagogical Research

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Bogaj

Educational targets: Introduce students to theoretical and all-methodological issues of research methods and techniques in social sciences, e.g., pedagogy. Provide students with the skills of proper formulating of research problems, hypotheses, setting of variables, and selecting of indicators.

Learn the main construction principles of creating the research tools. Selective and critical study of pedagogical literature. Use the methodological knowledge to selection of methods, construction of tools as well as preparation of empirical research. Quantitative and qualitative analysis of collected empirical material.

Contents: Introduction to programme and basic literature of the subject. General introduction to problems and objectives of methodology. Main notions. Meaning of knowledge and methodological skills in study process, as well as teacher's and educator's profession. Layout and structure of a Master's thesis. Introduction to methodology of pedagogical research. Main concepts and types of pedagogical research. Theory in pedagogical research. Principles of pedagogical research. Research in teacher's work. Moral aspects of pedagogical research. Structure of research process in diagnostic and verification research. Research problem. Hypothesis. Variables and indicators. Definition of notions. Types of definition. Attempt to formulating of research issues, hypotheses and variables operations. Stages of pedagogical research. Analysis of subsequent actions of pedagogical research. Description of stages of pedagogical research. Selection of specimen in pedagogical research. Pilot studies. Operational model of research. Analysis of various research concepts on the basis of empirical research reports. Educational experiment. Experimental techniques. Utility of experimental research. Errors in experimental research. Quasi-experimental research. Survey method. Requirements towards survey method. Types of questionnaire items. Techniques in survey method: questionnaire and interview. Source of errors in surveys. Observation in survey research. Types of observation. Observational techniques. Conditions and merits of proper observation. Subject of observation. Cognitive borders of observation. Creating observational schedule. Evaluation of educational effectiveness. Educational achievement tests and their usage. Types of tests and test items. Qualities of achievement tests. Construction of test. Quantitative analysis of test items. Sociometric method. Description of sociometric method. Sociometric techniques: Moreno's technique, "guess who?", friendliness and aversion poll, range arrangement technique. Description and analysis of sociometric data. Cognitive limitations to sociometric method. Attitude scale and rating scale. Likert scale, Thurston scale, Guttman's scalogram. Types of scales and their usage. Construction of scales. Errors made while evaluation. Sources of errors in evaluation. Analysis of documents. Types of documents. Methods of document analysis. Analysis of works, e.g., essays, diaries, drawings. Dialogue method. Conditions of correctness of dialogue method. Techniques of dialogue. Errors in dialogue method. Biographical method. Description of biographical method. Types of biographical method: monographic method, individual case method. Merits and drawbacks of biographical method.

Recommended reading:

Brzeziński J., *Metodologia badań psychologicznych*, Warszawa 2003

Dutkiewicz W., *Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki*, Kielce 2001

Łobocki M., *Metody i techniki badań pedagogicznych*, Kraków 2000

Pilch T., Bauman T., *Zasady badań pedagogicznych. Strategie ilościowe i jakościowe*, Warszawa 2002

Zaczyński W., *Praca badawcza nauczyciela*, Warszawa 1995

Code: 11.3-3PES-A5-IS1

Information and Communication Technology with Applied Statistics

Number of tutorials: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Ryszard Błaszczewicz PhD, Jerzy Stamirowski PhD

Educational targets: Introduce to history of development of computer science; to essential notions; to main changes in hardware and software. Provide students with the abilities to collect and process data, do calculations and present results in graphic form. Develop the abilities to use information

sources in computer network, especially in the Internet. Teach the advanced methods of searching the Internet. Make students aware of dangers and treats of computer networks. Provide students with the abilities to create own websites. Multimedia presentation.

Contents: Information system: construction and functions. Preparation of the computer to do certain tasks: basic system operations on the basis of Windows operation system – installation of the system, configuration, file operations. Functional programmes. Function of the programmes, preparations to create documents and application on the example of MS Office 2000. Searching, presenting and widespreading of information. Calculation problems in pedagogy. Collecting, searching and presenting of information in database applications. Processing of results of educational measurement using MS Excel 2000. Data and types of data, algorithm and programme. Selected possibilities of automatization of calculation processes with use of procedures of operation on events. Sorting and filtering of information. Creating of text document containing signs, symbols and objects available in MS Office 2000 (MS Word 2000, MS Excel 2000). Searching for information in the Internet. Communication with other users of the Internet and exchange of information by means of e-mail and discussion groups. Placing information from the Internet in MS Word 2000 documents. Converting MS Word 2000 document into HTML document. Discussing the methods of placing documents on Internet servers. Creating scenario and multimedia presentation using PowerPoint programme. Using information from the Internet in the presentation (linking to the Internet from the application level). Database and system of database management. Main components of database on the basis of MS Access 2000 application. Relations in MS Access 2000 – creating and joining using the keys. Searching database for particular information, using QBE research. Concept of research. User's communication with database with the usage of interface. Basic methods of creating user's interface. Presenting the results of database search in the form of reports. Possibilities of communication between database and the Internet, main information on the online database application.

Recommended reading:

Dyson P., Coleman P.: Windows 2000 PI, Wyd. EXIT, 2000

Kopertowska M.: FrontPage 2000 HTML Podstawy, Tortech, 2001

Sokół M.: Tworzenie stron WWW. Ćwiczenia praktyczne, Helion 2000

Kopertowska M.: Ćwiczenia z PowerPoint zawansowane możliwości, Mikom, 2000

Cichosz P.: Systemy uczące się, WNT, 2000

Subject to select:

Code: 05.9-3PES-A6-PWNP1

Foundations of Innovative Teaching Methods

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Zdzisław Ratajek, Małgorzata Kwaśniewska PhD

Educational targets: Present scientific (methodological, philosophical and technological) innovative processes in various fields of science and practice. Present social conditions and trends of development of mankind in the perspective of the 21st century. Present new challenges of pedagogy. Need of teachers' collaboration in a direct contact with the subject of education in order to create pedagogy. Develop students' activity and show the areas where there is a special need for innovative teaching.

Contents: Innovation, essence of innovation, basic notions, progressive processes of pedagogy in the 21st century, psychological bases of creativity in the light of psychodynamic, behavioural, and humanistic orientation, and philosophical bases of creativity in: Positivism, Phenomenology, Personalism; postmodernist philosophical perspective and problems of modern education. Teacher's self-consciousness. New areas of pedagogical reflection. Modern understanding of

practice.

Recommended reading:

Bauman Z., *Wieloznaczność nowoczesna nowoczesność wieloznaczna*, Warszawa 1995

Giza T., *Przygotowanie studentów do twórczej pracy pedagogicznej*, Kielce 1999

Szuksta M., Mendel M., *Współczesne tendencje w nauczaniu inspirowane metodami M. Montessori*, C. Freineta, R. Steiner, Płock 1995

Russakowska D., *W stronę edukacyjnego dyskursu nowoczesności*, Warszawa 1995

Gordon T., *Wychowanie bez porażek*, Warszawa 1997

Group B Basic courses

Code: 05.7-3PES-B7-WKP1

Contemporary Pedagogic Research

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Krystyna Duraj-Nowakowa

Educational targets: Introduce students to scientific culture of pedagogy through presentation of diversity and complexity of modern pedagogical trends, orientations and directions. Prepare students to recognition and individual solution of theoretical and practical problems in pedagogical activity. Provide students with the skills of critical analysis in order to facilitate the search for own pedagogy with the consciousness of its rational principles and consequences. Guide students to critical and reflective thinking in order to enrich and create their own individual pedagogical style

Contents: Main theoretical and methodological trends in pedagogical sciences. Identity of pedagogy in the stage of creation. Selected pedagogical trends in the 20th century. Directions of development of pedagogical theory and practice. Basic antinomies in pedagogy. Postmodernist perspectives of pedagogy. Alternative pedagogy in the 21st century. Main ideas and trends of emancipation pedagogy. Paulo Freire's Pedagogy of the Oppressed. Main principles of radical pedagogy. I Illich's idea of social descolarization. Humanistic pedagogy. Anti-pedagogy. Feminist pedagogy. Intercultural education. Traditional school and media education and virtual school. New trends in pedagogy and new schools.

Recommended reading:

Gnitecki J., Palka S. (red.): *Perspektywy i kierunki rozwoju pedagogiki*, Kraków-Poznań 1999

Kwieciński Z. (red.): *Alternatywy myślenia o/dla edukacji*, Warszawa 2000

Kwieciński Z., Śliwerski B.: *Pedagogika: podręcznik akademicki*, Warszawa 2003

Matyjas B., Ratajek Z., Trafialek E.: *Orientacje i kierunki w pedagogice współczesnej (zarys problematyki)*, Kielce 1996 i wyd. nast.

Śliwerski B.: *Współczesne teorie i nurty wychowania*, Kraków 1998 i wyd. nast.

Witkowski L.: *Edukacja i humanistyka. Nowe konteksty humanistyczne dla nowoczesnych nauczycieli*, Warszawa 2000.

Wołoszyn S.: *Nauki o wychowaniu w Polsce w XX wieku*, Kielce 1996 i wyd. nast.

Code: 05.7-3PES-B8-PPO1

Comparative Pedagogy

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Ewa Kula PhD

Educational targets: Provide students with the knowledge of functioning of modern educational systems, changes and school reforms, mainly in the 2nd half of the 20th century. Compare and

evaluate educational systems in order to present the role of education in shaping and developing culture of modern societies. Analyse educational systems and present main trends of their development in order to enrich students' knowledge and their criticism towards Polish educational policy.

Contents: Conditions of functioning educational systems in the world, their development, standards and priorities in educational policy of the European Union. Realisation of special programmes (Socrates, Leonardo, and Tempus). Meaning of the Bologna Process and introduction of European Higher Education Area (in 1988). System of teacher training in selected countries. Issues of Polish educational system from comparative perspective.

Recommended reading:

Adamczyk M., Ładyżyński A.: Edukacja w krajach rozwiniętych, Stalowa Wola 1999

Pachociński R.: Pedagogika porównawcza. Podręcznik dla studentów, Białystok 1995

Pachociński R.: Oświata XXI wieku. Kierunki przeobrażeń, Warszawa 1999

Pachociński R.: Współczesne systemy edukacyjne, Warszawa 2000

Delors J.: Edukacja. Jest w niej ukryty skarb, Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji, Warszawa 1998

Code: 05.9-3PES-B9-PSP1

Social Pedagogy

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Elżbieta Trafiałek PhD

Educational targets: Introduce students to problems of functioning of different types of educational environment, of social determinants and dysfunctions of various types of social activity. Shape social thinking and understanding the meaning of social dialogue.

Contents: The origins and conditions of establishment of social pedagogy in Poland and the world. Profiles of precursors and representatives of the science. Principles of methodology of social pedagogy and usage of particular research procedure in diagnosing various educational environments. Issues of environmental determinants of educational processes. Analysis of conditions enabling the fulfilment of developmental needs of human being in all stages of life and in various situations. Presenting of wide extra-institutional areas shaping personality and qualities of lives of individuals and social groups, with the particular emphasis on the perspective role of local environment.

Recommended reading:

Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980

Wroczyński R.: Pedagogika społeczna, Warszawa 1985

Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995

Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001

Przeclawska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

Code: 05.6-3PES-B10-PRS1

Pedagogy of Correction

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Tadeusz Sakowicz PhD

Educational targets: Introduce students to the knowledge of pedagogy of correction as a subdiscipline of special pedagogy. Introduce to main notions, history and various fields of

pedagogy of correction. Introduce to the phenomenon of social unadaptability, its etiology and countermeasures. Provide students with knowledge of principles of work of resocialization centres. Describe psychosocial foundations of resocialization. Present foundations of rehabilitative education and the latest methods of rehabilitative actions within the stationary and liberation resocialization. Prepare students to proper conduct of rehabilitative actions using diversified forms of its designing.

Contents: Range, rules and methods of resocialization. Development of resocialization as a science. Phenomenon of social unadaptability – etiology, symptoms, determinants, methods of therapy; psychopathy – determinants, methods of rehabilitation of psychopathic individuals; main resocialization institutions – legal regulations, principles of activity, organisation of selected institutions (Areszt Śledczy, Policyjna Izba Dziecka, Pogotowie Opiekuńcze, Zakład Karny, Sąd d.s. Rodzinnych i Nieletnich, MOPR, Zakład Poprawczy); resocialization and prophylaxis in open environment – foster family, custody, local centres; rehabilitation and therapy of the addicts.

Recommended reading:

Pospiszył K.: Psychopatia, Warszawa 2000

Pytka L.: Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne i metodyczne, Warszawa 2001

Lipkowski O.: Resocjalizacja, Warszawa 1976

Kalinowski M., Pełka J.: Zarys dziejów resocjalizacji nieletnich, Warszawa 2003

Ostrowska Z., Grecuszkina A.: Praca z indywidualnym przypadkiem w nadzorze rodzinnego kuratora sądowego, Lublin 1999

Code: 12.9-3PES-B11-AU1

Auxology

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Jopkiewicz

Educational targets: Expand students' knowledge of main health problems of children, youth, as well as adults and the old. Learn the basic rules of auxological diagnostics.

Contents: Learning the aims and objectives of auxology. Discussing main health problems of Polish society, issues of social diversification of physical development of children and youth in Poland as well as tendencies of transformation, its causes and results. Disorders of growing and maturing as well as selected health problems of the stage of pubescence. Methods of controlling, and norms of children and youth's development, and main rules of diagnostics of development as well as methods of assessment of functional development of human being.

Recommended reading:

Doleżych B., Łaszczycza P. (red.), Biomedyczne podstawy rozwoju z elementami higieny szkolnej. Wyd. A. Marszałek, Toruń 2004.

Jopkiewicz A. (red.), Auksologia a promocja zdrowia. KTN, Kielce, t.1, 1997, t. 2, 2000, t. 3, 2004.

Jopkiewicz A., Suliga E., Biomedyczne podstawy rozwoju i wychowania. ITE, Radom-Kielce 2005.

Kopczyńska-Sikorska J. (red.), Diagnostyka rozwoju dzieci i młodzieży. „Biblioteka Pediatrii” Nr 12. PZWL, Warszawa 1980.

Malinowski A., Auksologia. Rozwój osobniczy człowieka w ujęciu biomedycznym. Uniwersytet Zielonogórski, Zielona Góra 2004.

Mięsowicz I. (red.), Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości. Wyd. Akademii Pedagogiki Specjalnej, Warszawa 2001.

Wolański N., Koziół R. (red.), Ocena rozwoju dzieci w zdrowiu i chorobie. PAN, Warszawa 1987.

Group C Major Subjects

Code: 05.0-3PES-C12-PED2

Pedeutology

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Wanda Drózka

Educational targets: Introduce students to traditional knowledge of a teacher and teaching profession, and the latest trends of peudeutological reflection; present teacher's situation in other countries, methods of teacher training and professional development; present the meaning, role and status of teaching profession in a society and culture; create consciousness and professional identity of students - candidates for teachers; inspire critical social and educational reflection; inspire reflection of ethical bases of teaching profession; present difficulties in teaching profession.

Contents: Subject and issues of peudeutology, state of research of teaching profession, image of a teacher in peudeutological thought; identity and philosophy of the profession, individual pedagogical concepts and visions of a school, educational values of teaching profession, professional development of a teacher, problems of teacher training, teachers' pedagogical competence, motives for the choice of the profession, professional promotion and in-service training; teacher's social status, conditions of teacher's life and work, economic status, professional realities; teaching profession ethos, professional ethics, ethos of teacher's personality, teacher's individual ethos; teachers' pedagogical styles, notion of pedagogical style, description of individual pedagogical styles, pedagogical style in professional experience; teacher's functions in changing philosophy of education.

Recommended reading:

Drózka W.: Młode pokolenie nauczycieli. Studium autobiografii młodych nauczycieli polskich lat dziewięćdziesiątych, Kielce 1997

Drózka W.: Nauczyciel. Autobiografia. Pokolenie. Studia peudeutologiczne i pamięć-tnikoznawcze, Kielce 2002

Drózka W., Gołębiowski B.: Współczesne zagadnienia zawodu nauczyciela, Kielce 1995

Kotusiewicz H., Kwiatkowska, Zaczyński W.: Peudeutologia badania i koncepcje logiczne, Warszawa 1993

Legowicz J.: O nauczycielu - filozofia nauczyciela i wychowania, Warszawa 1975

Code: 05.9-3PES-C13-MPWO2

Methodology of Educational and Guardian Work

Number of blackboard classes: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Jolanta Biała PhD

Educational targets: Recognise needs of organisation of educational and guardian work in a family and educational institutions in local environment. Improve methods, contents and forms of educational and guardian work at school and in educational institutions. Select objectives of self-education of staff of educational institutions. Develop abilities of connecting theory and practice in formulation motions for educational work. Evaluation of effects of educational and guardian work. Forecast for educational work in institutional and family forms of childcare.

Contents: Subject and objectives of educational and guardian work. Forms and methods of child care. Organisational structure of group of tutors and pupils. Principles of creation groups in educational and guardian institutions. Characteristics of managing the institution and the staff. Selected issues of institution model. Material basis of the institution and their objectives within material help to children and youth. Objectives of the institution within children's mental

development and organisation of school education. The institution as a centre of cultural life. Meaning of tradition in pupil's life and activities. Causes of violence in a family against children and forms of institutional help to the abused children. Social programme. Reasons for conflicts between parents and children. Methods of preventing conflicts. Guardian and educational system at school. Modern determinants of the child care system in Poland and in child's local environment. Planning of guardian and educational work. Methods of getting to know the pupils as a condition of effective work. Selected problems of educational work with unadapted child in a class. Homelessness as a social phenomenon. Objectives of local institutions and state organisations within help to the homeless.

Recommended reading:

Dąbrowski Z.: Wprowadzenie do metodyki opieki i wychowania w domu dziecka, Warszawa 1995
Pomykała W. (red.): Encyklopedia Pedagogiczna, Warszawa 1993
Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, t. I i II, Kielce 2002
Kamińska U.: Zarys metodyki pracy opiekuńczo-wychowawczej w instytucjonalnych i rodzinnych formach opieki, Katowice 2002
Maksymowicz A.: Metodyka pracy opiekuńczo-wychowawczej, Olsztyn 1985
Kolankiewicz M. (red.): Zagrożone dzieciństwo. Rodzinne i instytucjonalne formy opieki nad dzieckiem, Warszawa 1998

Code: 05.9-3PES-C14-DP2

Pedagogic Diagnostics

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD, Ewa Szumilas PhD

Educational targets: Introduce students to theoretical foundations of pedagogic diagnostics; selected examples of use of diagnostic concepts and procedures in diagnostic practice; present the complexity of methodology of pedagogic diagnostics; develop research attitude and skills of organisation of diagnostic workshop; introduce to main notions of pedagogic diagnostics and train fluency in using those notions in various forms of communication; introduce in practice to diagnostic tools and techniques; accustom to regular self-education in methodology of diagnostics in order to search for creative solutions for work with children, youth and adults; arouse students' curiosity of diagnostic processes the base of making own research in pedagogical work.

Contents: Development of pedagogic diagnostics from historic perspective; theoretical foundations of pedagogic diagnostics; methodology of pedagogic diagnostics; guardian and educational, rehabilitative and therapeutic problems; determinants of human's needs; ethics of diagnostic process.

Recommended reading:

Ablewicz K., Hermeneutyczno-fenomenologiczna perspektywa badań w pedagogice, Kraków 1994
Gnitecki J., Zarys metodologii badań w pedagogice empirycznej, Zielona Góra 1993
Goriszowski W. (red.), Badania pedagogiczne w zarysie, Warszawa 1994
Nowak S., Metody badań socjologicznych, Warszawa 1965
Stachyra J., Wybrane metody diagnostyczne w surdopsychologii, Lublin 1995

Code: 13.9-3PES-C15-EE1

Ecological Education

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Develop ecological consciousness and care for environment; responsibility

for own behaviour; broaden the knowledge of ecology; develop necessary skills of taking actions toward protection of environment, shape ability to formulate opinions based on analysis of the evidence and future forecast, understand of the need of balanced development, see connection between individual, social and environmental education, use environment as a source of knowledge, of development of all skills, and of infinite possibilities of learning.

Contents: International ecological recommendations. Ecology as a philosophy and lifestyle. Principles of ecophilosophy. Degradation of inanimate nature – local and global problems. Treats towards living resources of Earth. Development of ecological consciousness. Effectiveness and efficiency of educational process for widening of ecological consciousness.

Recommended reading:

Aleksandrowicz J., Sumienie ekologiczne, Warszawa 1988

Bonenberg K., Etyka środowiskowa, założenia i kierunki, Ossolineum 1992

Cichy D., Przygotowanie młodzieży do ochrony i kształtowania środowiska, Warszawa 1984

Domka L., Kryzys środowiska a edukacja dla ekorozwoju, Poznań 1996

Kalinowska A., Ekologia – wybór przyszłości, Warszawa 1992

Code: 12.7-3PES-C16-PZSS1

Health Promotion in School and Local Environment

Number of lecture hours: 10, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Bożena Zawadzka PhD

Educational targets: Increase students' interest in health problems and support their actions within the scope of identification and solution of own health problems, improvement of own health, and of individual and social development, as well as health care of the others and creation of healthy physical and social environment. Prepare future teachers and educators to teach the education path of Health Education in reformed school on every level of education, as well as working with other social groups in scope of health education.

Contents: Health as the essential notion of health education. Main health problems and methods of prophylaxis. Theoretical and methodological bases of health education. Health promotion. Personal and environmental hygiene. Safety – accidents, injuries and poisoning prevention. Balanced diet. Physical activity. Selected aspects of mental health. Selected aspects of human sexuality. Psychoactive substances usage. In educational contents of the course the main emphasis is put on positive health and issues directly concerning students – young people, who are the main group of addressees of the course.

Recommended reading:

Charzyńska-Gula M., (red.), Środowiskowy program wychowania zdrowotnego w szkole podstawowej i ponadpodstawowej, Lublin 1997

Demel M., Pedagogika zdrowia, Warszawa 1980

Woynarowska B., Sokołowska M., Jak tworzymy szkołę promującą zdrowie, Warszawa 1993

Woynarowska B., Zdrowie i szkoła, Warszawa 2000

Karski J. B., Promocja zdrowia, Warszawa 1995

Code: 05.0-3PES-C17-ME1

Media in Education

Number of tutorials: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Stefan Krawczyk MA

Educational targets: Introduce students to rules of operation and usage of didactic technical

devices; present techniques of using those devices in didactic process; inform students about new media (which have not yet been used in Polish schools or educational institutions); show possibilities of multimedia computer in didactic process; introduce students to various techniques of making didactic materials to visual and audio-visual presentation, with careful consideration of digital technique.

Contents: Presentation in communication process. Methods and ways of sound recording: analog (magnetic and mechanical) and digital (compact disc, MiniDisc). Analog systems of recording of television signal (VHS, SVHS, Hi-8). Digital systems of recording of television signal (mini DV, digital-8, DVD, DVD+RW). Digital recording of static image in computer (photo-CD) and in digital camera (memory card - Memory Stick, SD, CF). DVD – digital high-definition recording of audio and video files. Home cinema - Dolby Prologic, Dolby Digital, DTS. Multimedia projectors - LCD, DLP, CRT. Multimedia computer usage to making didactic materials: video montage, audio-visual presentations, designing and printing of transparencies.

Recommended reading:

Gajda J., Juszczyk S., Siemieniecki B., Wenta K., Edukacja medialna, Toruń 2002

Goban-Klas T., Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu, Warszawa 1999

Łasiński G., Sztuka prezentacji, Poznań 2000

Bogaj A., Kwiatkowski S.M., Infrastruktura medialna szkół, Warszawa 2000

Kwartalnik "Edukacja medialna"

Code: 05.9-3PES-C18-DEP2

Diagnosis and Evaluation of School Activity

Number of blackboard classes: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mariola Wojciechowska PhD

Educational targets: Support theory and practice of diagnosis in teacher's work. Receive skills of diagnosing; understand the meaning of evaluation as an integral factor in teaching-learning process.

Contents: Educational diagnosis in development of teacher's competence in the period of school reform. Theoretical foundations of diagnosis. Diagnosis as a general-methodological category used both in theory and practice. Three basic elements of pedagogical diagnosis: recognition of a phenomenon, evaluation according to the established standards, and forecast of development. Methods and techniques of educational diagnosis. Evaluation in planning of work of educational institution. Essence and meaning of inner and outer evaluation. Planning of evaluation, stages of planning, conceptualisation of evaluation, contract establishments, arrangements of procedural and organisational plan, methods of publication of evaluation results. Designing of evaluation process: key questions formulation, criteria of evaluation, research methods, determination of research samples, data monitoring, creation of final report.

Recommended reading:

Korporowicz R. (red.), Ewaluacja w edukacji. Warszawa 1997

Lewowicki T., Współczesne wyzwania wobec diagnostyki edukacyjnej-przemiany teleologii oświatowej i pojmowania pedagogiki a szansa rozwoju diagnostyki. (w:) Perspektywy diagnostyki edukacyjnej (red. Niemierko B., Kowalik E.). Gdańsk 1998

Niemierko B., Kowalik E. (red.), Perspektywy diagnostyki edukacyjnej. Gdańsk 1998

Mizerek H., Ewaluacja w szkole. Olsztyn

Ewaluacja wdrażania reformy systemu edukacji. Materiały seminaryjne. Program Phare-Smart. Warszawa 1999

Sołtys D., Szmigiel M., Doskonalenie kompetencji nauczyciela w zakresie diagnozy edukacyjnej. Kraków 1999

Group D Specialised Courses

Code: 05.9-3PES-D19-NWCZ2

Innovations in Early School Education

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Lidia Pawelec PhD

Educational targets: Introduce students to selected trends in early school pedagogy. Present connections between modern strategies and tradition of early school education.

Contents: Introduction to modern theories of new tendencies in early school pedagogy. Diversity of theoretical interpretation of issues connected with didactic and organisational functions of early school education. Description of such phenomena as: integration, learning to collaborate, supporting pupils' personal development, and motivating functions of education and mechanisms determining effectiveness of education.

Recommended reading:

Duraj-Nowakowa K., *Integrowanie edukacji wczesnoszkolnej*, Kraków 1998

Moroz H.(red.), *Edukacja zintegrowana w reformowanej szkole*, Kraków 2001

Misiorna E. i inni, *Integracja w edukacji wczesnoszkolnej*, Poznań 1997

Pelczar H., *Teoretyczne i praktyczne aspekty integracji kształcenia w nauczaniu początkowym*, Rzeszów 1990

Code: 05.9-3PES-D20-NPRZ1

Innovations in Theory and Practice of Preschool Education

Number of lecture hours: 10, **number of blackboard classes:** 15

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Elżbieta Zyzik PhD

Educational targets: Introduce students to theoretical foundations of new trends in preschool pedagogy. Present relations between progress in pedagogical sciences and practical achievement of preschool education.

Contents: Essence of humanistic aspect of preschool pedagogy. Subjectiveness in preschool pedagogy. Evaluation of functioning of preschool institutions, taking into account the positive and negative aspects of pedagogical work of a kindergarten. Analysis of modern methods of dealing with children of preschool age (with the emphasis on methods of I Majchrzak, C Freinet, W Sherborne, W Steiner, and M Montessori). Description of the essence of ecological education, meaning of communicative speech and methods of development of it. Principles of pedagogical work of integrated kindergartens and functioning of disabled child in preschool integrated group. Ability of creating scenarios with use of modern methods of pedagogical work.

Recommended reading:

Guz S., *Edukacja przedszkolna w okresie przemian*, Warszawa 1996

Sherborne W., *Ruch rozwijający dzieci*, Warszawa 1996

Szuka M., Mendel M., *Współczesne tendencje w nauczaniu inspirowane metodami M. Montessori*, C.

Freineta, R. Stainera, Płock 1995

Bogaczka J., *Wychowanie i nauczanie integracyjne*, Warszawa 1994

Cyrański Cz., *Moje 6 lat*, Kielce 2001

Łada-Grodzicka A., *ABC sześciolatka*, Warszawa 1999

Rodak H., Nawrocka D., *Poradnik dla pedagogów, logopedów i rodziców dzieci z trudnościami w porozumieniu się*, Warszawa 1995

Code: 08.9-3PES-D21-NLIT2

Modern Trends in Literature for Children

Number of blackboard classes: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Małgorzata Borowiec MA

Educational targets: Introduce students to the latest changes in literature for children and youth. Arouse needs of constant contact with literature. Stress psychological and therapeutic functions of literary works for children.

Contents: Editing and popularisation of literature for children: new editorial forms, illustration and its function. Innovations in modern poetry for children: changes in the creation of the subject, in the language and versification, and new forms of expression. Therapeutic function of literature on the basis of therapeutic fairy-tales and fables: features of fables, use of fables, fairy tales and fantasy. New trends in literature of manners: changes in the subjects (alcoholism, drug addiction, parents' pedagogical errors, violence, illness, old age, maturing, and urbanisation processes), new creation of the protagonist and the narrator, changes in presentation of the presented world: duality of narration, parable, use of journalistic form of communication, syncretism of genres. New subjects and development of literature on adventure and travel: new subjects (volcanology, extinct civilisations and culture, changes in the Third World countries), changes in creation of the narrator, use of a reportage, diary, letter, chronicle, feature, syncretism.

Recommended reading:

Kątny M., *Literatura popularnonaukowa dla dzieci i młodzieży*, Kielce 1998

Frycie S., *Literatura dla dzieci i młodzieży w latach 1945-1970*, cz. II, Warszawa 1984

Molicka M., *Bajkoterapia*, Poznań 2002

Kątny M., *Problematyka obyczajowa w powojennej prozie dla dzieci*, Kielce 1985

Gwadera M., *Sekretoterapia*, „Guliwer” 2004 nr 2

Code: 05.9-3PES-D22-KDO1

Modernisation in Didactics

Number of lecture hours: 10, **number of blackboard classes:** 15

Assessment: credit with grade

Contents Coordinator(s): S Czerpak PhD

Educational targets: Introduce students to theoretical foundations and strategies of school reforms in Poland on the background of standards of the European Union. Develop students' (teachers' and future teachers') criticism and creative attitude towards educational reforms. Make students aware of sources of success and failure of modern reforms in practice. Shape teachers' proper pedagogical culture.

Contents: Prospects of development of educational system in Poland – priorities and trends, Visions of future schools. Directions of rational changes in Polish educational system. Principles of democratic educational systems. Problems of teacher training – education, in-service training and retraining – professional promotion. School as a ground for children's multilateral activity. Aims and objectives of general education in the light of Polish and European educational reports (Delors Report, EU White Paper). Aims and objectives of universal education on the background of current school reform in Poland (analysis of selected curricula and scenarios of integrated education). Active methods in various didactic and educational situations. Evaluation in reformed school. Descriptive mark in early school education.

Recommended reading:

Bereźnicki F., *Dydaktyka kształcenia ogólnego*, Kraków 2001

Deptuła M., *Szanse rozwoju psychospołecznego dzieci w zmieniającej się szkole*, Bydgoszcz 1997

EURIDICE, *Kształcenie przedszkolne i podstawowe w krajach Unii Europejskiej*, Warszawa

Kruszewski K. (red.), Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich, Warszawa 1991

Lewowicki T., Przemiany oświaty, Warszawa 1997

Pachociński R., Współczesne systemy edukacyjne, Warszawa 2000

Code: 05.9-3PES-D23-EPL1,2

Integrated Primary School Education in Polish Education

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Irena Stańczak PhD, Elżbieta Zyzik PhD

Educational targets: Effective learning and solving of cognitive and realizational problems, collaboration and work in a group. Introduction to methodological knowledge of Polish education. The essence of the course is to base the education on students' activity and independence while broadening knowledge and their natural curiosity and creativity. Training students in Polish education is understood as a process of inspiring and supporting individual development to particular, more or less accepted, aims.

Contents: Gaining wide knowledge of methodology of Polish education on the grounds of curriculum; using cognitive strategies and methodologies course of action in work with pupils of grades 1-3; student's ability to use techniques of effective learning; ability of planning and organising own methodological work with pupils' team; ability of using various sources of information (e.g., the Internet); ability of evaluation of own work (self-evaluation); ability of noticing, defining and solving problem situations; predicting the results of own actions; ability of working for the others and cooperating work in a group; ability of public speaking; ability of emphasising the speech by various means.

Recommended reading:

Jakubowicz A., Lenartowska K., Plenkiewicz M., Czytanie w początkowych latach edukacji, Bydgoszcz 1999

Kida J., Hadała, Dyka F., Koncepcje metodyczne pracy z lekturami w klasach I-III, Rzeszów 2000

Kołodziejska I., Teatrzyk dla klas młodszych, Płock 1997

Cieszyńska J., Nauka czytania krok po kroku, jak przeciwdziałać dysleksji, Kraków 2001

Węglińska M., Opowiadanie jako forma wypowiedzi w klasach początkowych, Kraków 1997

Code: 13.9-3PES-D23-EPS1

Integrated Primary School Education in Environmental and Social Education

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Introduce students to the idea of modern environmental and social education at the level of early school education.

Contents: Place of environmental and social education in the integrated primary school education; environmental and social issues as a common ground for integration of contents and methods of education. Aims, objectives and contents of environmental and social education in early school education. Principles of environmental education. Educational methods, forms of organisation, didactic devices in environmental education of primary school pupils. Notions of environmental and social education. Creating pupils' skills in getting knowledge about surrounding the world. Developing pupils' activity. Meaning of the research in development of pupils' thinking.

Recommended reading:

Gutowska H.\red.\ "Środowisko społeczno-przyrodnicze w klasach I - III. Książka przedmiotowo-metodyczna", Warszawa 1989
FrączakowieE.,J. "Edukacja ekologiczna uczniów klas I -III", Ofic. Wyd. TUVEX, Pabianice 1993
Paśko I. "Kształtowanie postaw proekologicznych uczniów klas I - III szkół podstawowych", Kraków 2003
Zioło I. "Edukacja środowiskowa na poziomie nauczania zintegrowanego, Kraków 200

Code: 03.2-3PES-D23-MUZ1

Integrated Primary School Education in Music Education

Number of blackboard classes: 20

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Szypułowa

Educational targets: Receive didactic skills necessary for conducting music classes in preschool and early school education.

Contents: Theoretical foundations of music education with emphasis on modern systems of music education (Z Kodaly, E Jagues–Dalcroze and K Orff) and their integrational functions within education. Methodological issues contain description of five types of music activity (i.e. singing, playing school musical instruments, music and motion activities, composing music and perceiving music), as well as organisation and course of didactic and educational processes (didactic games) and planning of didactic and educational work (scenarios, projects, abridgements, curricula).

Recommended reading:

Nauczanie muzyki w klasach wczesnoszkolnych, Zarys metodyki nauczania początkowego, t. VI, pod red, I. Szypułowej, Kielce 1988

Chyła-Szypułowa I., Muzyka w zintegrowanej edukacji wczesnoszkolnej, [w:] Kwartalnik ISME 2003, nr 1-2-3, s. 36-42

Pękala A., Idee wychowania muzycznego w polskiej myśli pedagogicznej, Częstochowa 2001

Szypułowa I., Pieśń szkolna – jej teoria, historia oraz miejsce w repertuarze edukacyjnym polskiego szkolnictwa XIX i XX wieku, Kielce 1994

Jankowski W., Wychowanie muzyczne w szkole ogólnokształcącej, 1970

Code: 11.1-3PES-D23-EMT1,2

Integrated Primary School Education in Mathematical Education

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): E Kopeć PhD

Educational targets: Develop skills of independent panning, organising and evaluating effects of teaching maths within the early school education, taking into account modern views on school mathematics and teaching maths, modern didactic and psychological theories on considering individual differences between children and differences in learning styles, as well as possibilities of integration of mathematical and other contents. Introduce to the theory and rules of critical analysis of modern curricula, evaluation of handbooks, didactic aid and other methodological materials for early school education.

Contents: Review of modern didactic and psychological theories on teaching mathematics in early school education; operational character of mathematics and functional teaching; analysis of concrete, imagined and abstract operations; heuristic plan in functional method; development of mathematical notions on the basis of functional teaching concept, a well as P van Hiele’s and J Bruner’s theories; mathematical activity of a child in a process of teaching maths, difficulties in learning maths. Integration of teaching maths and other subjects; text items, types of text items and

methods of solving. Notion of equation and inequality on multilevel scheme of functional method, methods of solving equations on the basic level. Natural numbers, many-sidedness of natural numbers. Developing basic notions of geometry. Diagnosis and evaluation of pupils' achievements.

Recommended reading:

Gruszczyk-Kolczyńska E., Dzieci ze specjalnymi trudnościami uczenia się matematyki, Warszawa 1994

Gruszczyk-Kolczyńska E., Dlaczego dzieci nie potrafią się uczyć się matematyki, Warszawa 1999

Semadeni Z.(red.), Nauczanie początkowe matematyki, Warszawa, t. 1, 1981, t. 2, 1984, t. 3, 1985, t. 4, 1988

Siwek H., Czynnościowe nauczanie matematyki, Warszawa 1998

Treliński G., Kształcenie matematyczne w klasach początkowych, Kielce 1995

Code: 05.9-3PES-D24-MTP1

Methods of Pedagogical Therapy

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes) +examination

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Introduce students to theoretical foundations of children's and youth's learning difficulties. Introduce to selected examples of practical use of methods of dealing with a child with developmental dissonances. Introduce to basic notions of specific therapeutic work; develop fluency in use of those notions in various kinds of communication. Introduce in practice to tools and techniques of therapeutic process.

Contents: Learning difficulties of children and youth of school age. Pedagogical therapy of children. Review of trends and principles of therapeutic work with child with learning difficulties (according to: M Bogdanowicz, E Gruszczyk-Kolczyńska, B Zakrzewska, T Gąsowska etc.). Pedagogical diagnosis and observation. Facilitation of perceptual and motor functions of dyslectic children. Principles of corrective-compensatory work.

Recommended reading:

Gąsowska T., Pietrzak-Stępkowska Z., Praca wyrównawcza z dziećmi mającymi trudności w czytaniu i pisaniu, Warszawa 1994

Kaja B., Zarys terapii dziecka, Bydgoszcz 1989

Kephart N. Dziecko opóźnione w nauce szkolnej, Warszawa 1970

Nartowska Natowska., Opóźnienia i dysharmonie rozwojowe dzieci, Warszawa 1980

Sękowska Z., Pedagogika specjalna, Warszawa 1982

Siek S., Treningi relaksacyjne, Warszawa 1990

Forms and Methods of Art Therapy

Courses to select /two/:

- Music Therapy
- Fine Arts in Therapy
- Physical Therapy and Recreation
- Bibliotherapy

Code: 03.2-3PES-D25-WM2

Music Therapy

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Izabela Dębicka PhD

Educational targets: Introduce basic knowledge of theoretical foundations of music therapy as a main condition of conscious, directed and effective therapeutic work with children in preschool and early school age. Present methodological foundations of use of music therapy during music classes in preschool and early school education. Accustom students' to permanent improvement of therapeutic workshop, shape selected personal qualities, skills and attitudes necessary in therapeutic work.

Contents: Music therapy in pedagogical therapy – theoretical foundations. Meaning of music therapy in health prophylaxis and psychomotor improvement of children in preschool and early school age, with various developmental dissonances. Methodology of music therapy during music lessons in kindergartens and schools.

Recommended reading:

Janiszewski M., Muzyka w profilaktyce, leczeniu i rehabilitacji, Łódź 1998

Kierył M., Mobilna rekreacja muzyczna, Warszawa 1995

Kuński H., Janiszewski M., Muzykoterapia w promowaniu zdrowia, Łódź 1998

Lewandowska K., Muzykoterapia dziecięca, Gdańsk 1996

Natanson T., Wstęp do nauki o muzykoterapii, Wrocław 1979

Code: 03.1-3PES-D25-WP2

Fine Arts in Therapy

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Anna Stawecka MA

Educational targets: Prepare students to conduct art classes in kindergarten and primary school. Introduce students to the foundations of art therapy. This preparation should include development of future teachers' creative skills and manual dexterity as well as introduction to proper actions not only toward normally developing children, but also toward children with different kinds of behavioural disorders and educational difficulties.

Contents: Methodology of art education in preschool and early school education, psychology of children's artistic work, selected issues of theory and history of fine arts and art therapy, artistic activity within basic disciplines (drawing, painting, sculpture, graphic arts, scenography), basic methods of usage fine arts in therapy.

Recommended reading:

Gloton R., Cero C., Twórcza aktywność dziecka, Warszawa 1985

Lowenfeld V., Brittain W. L., Twórczość a rozwój umysłowy dziecka, Warszawa 1997

Oster G. D., Gould Twórczość., Rysunek w psychoterapii, Gdańsk 2001

Piszczek M., Terapia zabawą terapia przez sztukę, Centrum Metodyczne Pomocy psychologiczno – Pedagogicznej, Warszawa 2002

Popek S.(red.), Metodyka zajęć plastycznych w klasach początkowych, Warszawa 1987

Popek S., Analiza psychologiczna twórczości plastycznej dzieci i młodzieży, Warszawa 1985

Code: 16.1-3PES-D25-WT2

Physical Therapy and Recreation

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Magdalena Lelonek MA

Educational targets: Present the role and place of motion games and other forms of physical activity in realisation of health-serving tasks, development of physical fitness and utilitarian forms of motion. Equip students with specific store of games and exercises to fulfil improving, informing, model-shaping and hedonistic-recreational functions. Show needs and possibilities of use various motion activities in out-of class and out-of-school activities, in corrective therapy, and in recreation. Introduce basic facts of methodology, systematics and organisation corrective and recreational activities.

Contents: Selected issues of posture correction. Meaning of motion exercises in reduction of developmental dissonances and dissonances. Supporting, stimulating and correcting pupil's development through the active participation in different forms of motion activities. Examples of games stimulating development and psychomotor dexterity as well as developing utilitarian skills. Examples of games and dance forms releasing creative expression, shaping sense of rhythm, harmony and aesthetics of movement. Health and educational functions of mid-class and inter-class recreation. Out-of-class and out-of-school forms of physical recreation.

Recommended reading:

Bielski J., Wychowanie fizyczne w klasach I-III. Etap I. Kształcenie zintegrowane, Warszawa 1998
Bondarowicz M., Zabawy, gry na cztery pory roku-lato, jesień, zima, wiosna, Warszawa 1996
Kutzner-Kozińska M, Właźnik K., Gimnastyka korekcyjna dla dzieci 6-10 letnich, Warszawa 1988
Sulisz S., Wychowanie fizyczne w kształceniu zintegrowanym, Warszawa 2000
Trzeźniowski R., Gry i zabawy ruchowe, Warszawa 1997

Code: 08.9-3PES-D25-WB2

Bibliotherapy

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Barbara Borowiec MA

Educational targets: Equip students with knowledge and skills necessary to use of literature in order to shape proper attitude towards illness and disability; to boost pupils' self-esteem; to help healthy children and adults to solve various psychological, social and economic problems treated as a challenge, not a treat, by the use of carefully selected texts; to correct disturbed relations in a family, peer group, and environment; to teach self-reflection and respect for the suffering and unhappiness of the others; to shape protective attitude towards the younger, weaker and the old; to accustom to self-education in searching for new solutions in bibliotherapeutic work; and to broaden the knowledge of the literature covering the problems of illness, disability, social unadaptivity etc.

Contents: Theoretical bases of bibliotherapy. Organisation and conduct of bibliotherapeutic process. Realisation of selected programmes and models of dealing with disabled children. Therapeutic effect of literature. Poetry for children and youth and its place in bibliotherapy on the basis of works by: J Brzechwa, J Tuwim, Rev. J Twardowski, D Wawiłow and H Poświatowska.

Recommended reading:

Borecka I., Biblioterapia nowa szansa książki, Olsztyn 1992
Borecka I., Ippold L., Co czytać by łatwiej radzić sobie w życiu czyli wprowadzenie do biblioterapii,
Borecka I., Biblioterapia. Teoria i praktyka, Warszawa 2001
Mamot B., Problemy osób niepełnosprawnych w literaturze polskiej i zagranicznej, Toruń 1989
Molicka M., Bajkoterapia. O lękach dzieci i nowej metodzie terapii, Poznań 2002

Code: 05.6-3PES-D26-MDR2

Methodology of Corrective-Compensatory Work

Number of lecture hours: 10, **number of blackboard classes:** 15

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Prepare students to work with pupil with specific learning difficulties; arouse students' curiosity about searching own methods of corrective-compensatory work in didactic process of dealing with child with specific learning difficulties. Accustom students to regular self-education in searching and discovering new solutions in work with children with specific learning difficulties.

Contents: Theoretical bases, objectives, principles, methods and forms of corrective-compensatory work; description of organisation and conduct of corrective-compensatory activities, objectives of corrective-compensatory activities; corrective-compensatory workshop; selected methods and exercises used in work with pupil with specific difficulties, improving main perceptual and motor functions; planning and designing of corrective-compensatory activities.

Recommended reading:

Czajkowska I, Herda K., Zajęcia korekcyjno-kompensacyjne w szkole, Warszawa 1996

Gruszczyk-Kolczyńska E., Dzieci ze specyficznymi trudnościami w uczeniu się matematyki, Warszawa 1994

Kaja B., Zarys terapii dziecka, Bydgoszcz 1995

Pileccy W. i J.(red.), Stymulacja psychoruchowego rozwoju dzieci o obniżonej sprawności umysłowej, Kraków 1995

Szurmiak M., Podstawy reedukacji uczniów z trudnościami w czytaniu i pisaniu, Warszawa 1987

Code: 12.9-3PES-D27- TLOG2

Logopaedic Therapy

Number of blackboard classes: 20

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Alicja Giermakowska PhD, Izabela Antos MA

Educational targets: Introduce students to basic knowledge of norms and all disorders as well as causes of the disorders in child language development. Equip students with skills of diagnosing symptoms of abnormal development and taking effective prophylactic and stimulating actions in order to facilitate child's development of linguistic skills.

Contents: Essence of language and speech – social, psychological and psycholinguistic aspects. Linguistic and communicative competence. Development of linguistic skill and determinants of its acquisition. Infantile aphasia in children with listening disorder, disorder of mental development and infantile cerebral palsy – logopaedic actions. School situation of children with speech impediments and speech disturbances. Basics of diagnosis of speech disorders. Classification of speech disorders. Methods and exercises of stimulation of language skills development. Place and meaning of orthophonetic exercises in preschool education. Logopaedic prophylaxis. Organisation of logopaedic care in Poland.

Recommended reading:

Jastrzębowska G., Podstawy logopedii: dla studentów logopedii, pedagogiki, psychologii i filologii, Opole 1995

Kaczmarek L, Nasze dziecko uczy się mowy, Lublin 1970

Kurcz I., Język a psychologia: podstawy psycholingwistyki, Warszawa 1999

Gałkowski T., Jastrzębowska G. (red), Logopedia. Pytania i odpowiedzi, Opole

Minczakiewicz E., Mowa, rozwój, zaburzenia, terapia, Kraków 1997

Sachajska E., Uczymy poprawnej wymowy: metodyka postępowania ortofonicznego z dziećmi w wieku przedszkolnym, Warszawa 1981

Code: 05.9-3PES-D28-ZTE2

Therapeutic Activities

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Ewa Szumilas PhD

Educational targets: Provide students with pedagogical competence connected with teaching process- teaching children with special educational needs. Develop skills of rational realisation of therapeutic programmes for children of developmental dissonances, gifted children and dysfunctional children.

Contents: Introduction to practical realisation of work with children with special educational needs. Planning of didactic-corrective, compensatory and stimulating activities for gifted and/or dysfunctional children. Specificity of education in private, integrated and special educational institutions. Psychological and pedagogical support of children with special educational needs – theory and practice. The role of a psychologist, educator, teacher and parent in upbringing and teaching children of untypical development – preparation for participation in meetings. Practical use of diagnostic skills for optimalization of educational process of children with special educational needs.

Recommended reading:

Arciszewska E.: Czytające przedszkolaki. Mit czy norma?, Warszawa 2002

King G.: Umiejętności terapeutyczne nauczyciela, Gdańsk 2003

Kształcenie zintegrowane dzieci o specjalnych potrzebach edukacyjnych, pod red. J. Wyczesane, A. Mirkut, Krakow 2002

Mirkut A.: Wyczesany J.: Elementy metodyki nauczania początkowego dzieci upośledzonych umysłowo, Kraków 2001

Minczakiewicz E.M., Grzyb B., Gajewski Ł.: Elementarz dla rodziców, Kraków 2003

Pluta T.: Profilaktyczno-wychowawczy program przeciwdziałania agresji u dzieci w młodszym wieku szkolnym, Kraków 2003

Szczygieł B.: Jak pracować z dzieckiem niepełnosprawnym?, Kraków 2001

Wspomaganie rozwoju uczniów ze specjalnymi potrzebami edukacyjnymi, pod red. D. Osik, A. Wojnarowskiej, Lublin 2001

Wybrane zagadnienia z psychologii klinicznej dziecka, pod red. J. Roli, M. Zalewskiej, Warszawa 2002

Code: 05.9-3PES-D29-DTU1

Diagnosis and Therapy of Addictions

Number of lecture hours:10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Rafał Łoś MD

Educational targets: Introduce knowledge of essence of addictions, characteristic symptoms, and scale of the problem. Present prophylactic possibilities; diagnosis of hazardous behaviour, especially among youth; and possibilities to receive the specialist help.

Contents: General description of the phenomenon of addiction; detailed description of the most common types of addiction (alcoholism, drug addiction, and nicotineism) and of new types of addiction (computer and the Internet addictions, workaholism). Therapy of addictions, with emphasis on the role of family in healing process, and the phenomenon of co-dependence. Prophylactic models and their use while dealing with the youth.

Recommended reading:

Kinney J.,Leaton G.,Zrozumieć alkohol, PARPA 1996

Davies T., T.K.J.Craig, ABC zdrowia psychicznego, BMJ Books 1998

Lowe G., D.R.Foxcroft, D.Sibley “Picie młodzieży a style życia w rodzinie” PARPA 2000

Dziewięcki M., Integralna profilaktyka uzależnień w szkole Rubikon

Mazur J., Wpynarowska B., Kowalewska A., Zdrowie młodzieży szkolnej w Polsce. Palenie tytoniu,

Warszawa 2000

Code: 05.9-3PES-D30-WMO1

Monographic Lecture

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): suggested by the Director

Educational targets: Broaden students' pedagogical knowledge within specific pedagogical subdisciplines on the basis of the latest results of research.

Contents: Contents of lectures are determined by research interests of lecturers (senior academic teachers) and by achievement of the science, taking into consideration students' needs within the chosen specialisation area.

Recommended reading:

Depends on the contents

Code: 05.9-3PES-D31-SEM1,2

MA Seminar

Number of blackboard classes: 80

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. I Szypułowa

Educational targets: Prepare student to write Master thesis and get Master's degree in field of Pedagogy. Students ought to display their skills in using knowledge of methodology of scientific research and educational practice in their own research projects. The aim of the course is to develop students' critical and creative attitude toward educational problems.

Contents: Stages of pedagogical research programme. Model of investigated phenomena in the light of curricular and critical survey of literature. Problems and hypotheses in pedagogical research. Gathering, selecting, analysing and interpreting of research results. Academic language and style.

Recommended reading:

Rudniański J., O dobrym kształceniu i o wychowaniu, Warszawa 1990

Dutkiewicz W., Prac magisterska z pedagogiki, Kielce 1996

Spionek H., Rozwój i wychowanie małego dziecka, Warszawa 1972

Węglińska M., Jak pisać pracę magisterską, Kraków 1997

Łobocki M., Wprowadzenie do metodologii badań pedagogicznych, Katowice 1972

English Language Teaching (ESJ)

Second-cycle programme

Duration: 2 years

Academic year: 2006/2007

PART-TIME STUDIES

Master studies, supplementary after Bachelor studies

Group A General Education

Code: 08.1-3PESJ-A1-F1

Philosophy

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Jerzy Perzanowski

Educational targets: Present dependence between various concepts of a man and his life and established concept of reality. Concept of a man is closely connected to concept of reality (being). Present human as the highest form of being, who has inalienable dignity and rights. Present the truth that positive rights should be expressions of natural law. Connection between philosophy and paradigms of science. Influence of philosophical concepts on development of various concepts of science. Influence of philosophical concepts on the form of individual, family and social ethics. Connections between philosophy and assumptions and forms of *paideia*, i.e., connection with systems and concepts of education. Influence of philosophy on human artistic work (literature, fine arts, architecture). Connection between philosophy and European and world culture. Influence of philosophy on the creation of the twentieth-century ideology. Results of influence of those ideologies. Present the fact, that philosophical education is the factor of humanisation in scientific and polytechnic education. Influence of philosophy on forms of culture and civilisation in the 21st century. Importance of Plato's Trinity (Truth, Beauty and the Good) in education of youth.

Contents: Materialistic monism (from Tales to diamat). Idealistic monism (from Parmenides to Hegel). Pluralism and realism. Theory of abstraction. Aristotle's teachings about complex structure of being. Synthesis of extreme statism and mobilism. The good and wrong. Theory of existential judgement and separation. Essential and existential perspective of reality. Existence and essence from Avicenna's, St Thomas Aquinas' and philosophy of being modern representatives' perspective. Existence from existentialists' perspective. Analogy of being and cognition. Issue of the beginning and personality. Right of nature and law of nature. The essence of life. Philosophical and natural evolutionism. Sources of cognition. Ultimate criterion of truth. Issue of quality of senses. First principles of being and cognition. Human being in philosophical systems. Concepts of freedom. Man and society in various philosophical systems.

Recommended reading:

Ajdukiewicz K.: Zagadnienia i kierunki filozofii: teoria poznania: metafizyka, Warszawa 1983

Heller M., Lubański M., Ślaga Sz.: Zagadnienia filozoficzne współczesnej nauki, Warszawa 1980

Ingarden R.: Książeczka o człowieku, Kraków 1973

Krapiec A., Kamiński S., Zdybicka Z., Maryniarczyk A., Jaroszyński P.: Wprowadzenie do filozofii. Lublin 1996 (i wyd. następne)

Tatarkiewicz W., Historia filozofii. Warszawa 1990 (i wyd. następne)

Code: 14.7-3PESJ-A2-AK1

Cultural Anthropology

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Halina Mielicka PhD

Educational targets: Involve students to discussion about cultural differences present in modern societies. Explain rules of controversial endocentredness and effects of lack of toleration towards cultural differences. Analyse mechanisms connected with attitudes towards values, and functioning

of structures of such institution as a family and other social categories connected with kinship.

Contents: Kinds and variants of anthropology. Presentation of basic theoretical orientation of cultural anthropology – present a human as a creator and consumer of culture. Culture as subject of theoretical and practical (field, qualitative) research. Explain methods of influence of culture on social life; cultural patterns; connection between culture and social integration. Culture and nature. Discussion about human nature. Selected theories of interpretation of culture. Axiological foundations and classification of culture. Tradition and change in culture. Introduction to issues of primitive culture, culture of myth, magic and religion, local, regional, national and mass culture, and dynamics of cultural change. Local and universal culture. Main phenomena and changes in modern culture.

Recommended reading:

Mrozek – Dumasowska M., Człowiek w labiryncie magii, Warszawa 1990

Nowicka E., Świat człowieka – świat kultury. Systematyczny wykład problemów antropologii kulturowej, Warszawa 1997

Olszewska – Dyoniziak B., Człowiek – kultura – osobowość. Wstęp do klasycznej antropologii kultury, Kraków 1991

Sulima R., Antropologia codzienności, Kraków 2000

Szyjewski A., Etnologia religii, Kraków 2001

Wencel A. (red.), Wiedza o kulturze, Antropologia kultury. Zagadnienia i wybór tekstów, cz. 1, Warszawa 1995

Code: 14.2-3PESJ-A3-S1

Sociology

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Halina Mielicka PhD

Educational targets: Introduce students with selected problems of sociological analysis. Show the connections between sociology, pedagogy and social philosophy.

Contents: Introduction to theory and notions of modern sociology. Variety of theoretical interpretations of such phenomena as: functioning of society, its structure, functions, institutions and main processes in social macro- and microstructures. Presenting the essence of such phenomena as: symbolic interactionism, endomethodology, phenomenological sociology, liberalism, etatism, civil society, and information society. Some aspects of functioning of selected axionormative systems and their role in process of socialisation. Place of sociology in the system and structure of social sciences; relations between sociology and pedagogy. Establishing borders of interests of general sociology with prospects of its further development. Concepts of social groups' personalities, concepts of culture. Phenomena of conformism and nonconformism.

Recommended reading:

Mielicka H.: Podstawy socjologii. Mikrostruktury społeczne, Kielce 2002

Turowski J.: Socjologia. Wielkie struktury społeczne, Lublin 1994

Turowski J.: Socjologia. Małe struktury społeczne, Lublin 1993

Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1977

Kosiński S.: Socjologia ogólna. Zagadnienia podstawowe, Warszawa 1987

Sztompka P.: Socjologia. Analiza społeczeństwa, Kraków 2002

Code: 08.9-3PESJ-A4-E1

Ethics

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Artur Skrzypek PhD

Educational targets: Present essential values in the hierarchical order, as well as norms of conduct with their interiorization. Development of own ethical attitudes, such as diligence, integrity, responsibility for own life by permanent improvement – self-education, growing to mastery in social role, innovation and creativity, development of skills of social coexistence: readiness to dialogue, tolerance, assertive educational interference, sense of responsibility for the others, for the atmosphere at work, mutual respect, trust, willingness to help the needy, care about the social good, explicit and consistent distant from all forms of pathology and all forms of moral corruption.

Contents: Ethics as a philosophical and normative discipline based on human rationality and experience which includes all issues connected to human life discussed in the aspect of its self-realisation. Ethics describes essential values (good and wrong), norms, assessments and sanctions, refers to natural law and positive law by presenting different possibilities of interpretation within selected philosophical systems. In individual aspect, ethics describes human dignity, value and sense of life, human rights, conscience, moral integrity, freedom and responsibility. In social aspect, ethics describes norms of marriage and family life (responsible parenthood), establishes norms of professional ethos, discusses the principles of social life (participation, professional solidarity, social good, and environmental protection). It also discusses pathologies of social life.

Recommended reading:

Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999

Stróżewski W.: W kręgu wartości, Kraków 1992

Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991

Styczeń T.: Wprowadzenie do etyki, Lublin 1993

Ślipko T.: Zarys etyki ogólnej, Kraków 2002

Code: 08.9-3PESJ-A5-L1

Logic

Number of blackboard classes: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Janusz Sytnik-Czetwertyński PhD

Educational targets: Introduce students to foundations of correct understanding and reasoning. Shape the skills of using scientific notions. Provide students with the competence to deduct on their own.

Contents: General description of logic: meaning of the terms, fields of logic (semiotics, semantics, syntax and pragmatics), logical theory of language; place of logic in the system of sciences. Language and statement; classification of natural, artificial and formal languages; statements and their functions (expressive, persuasive, suggestive, descriptive, performative and rational). Issues connected with the name: notion of name, designatum, contents and range of name, classification of names, denotation relations between names. Classic sentential calculus: notion of logical sentence, evaluation of statement, language of sentential calculus – sentence variables, functors and formulas, types of functors, writing sentences of colloquial speech by the use of notions of sentential calculus, tautologies. Predicate calculus: notion of a sentence, sentence of one argument, types of quantifiers, general and existential sentences, writing colloquial speech by means of Logic of Quantifiers. Definitions: parts of definition, types of definition, errors connected with definition. Reasoning: deductive and credential (reductive, inductive, and by analogy).

Recommended reading:

Omyła M.: Logika. Wybrane zagadnienia, WSiP, 1980 i nast. wydania

Kotarbiński T.: Elementy teorii poznania, logiki formalnej i metodologii nauk, Wyd. PAN, Warszawa 1990

Ziemiński Z.: Logika praktyczna, PWN, Warszawa 1987

Stanosz B.: Ćwiczenia z logiki, PWN, Warszawa 1980

Code: 05.9-3PESJ-A6-MEB1

Methodology of Pedagogical Research

Number of lecture hours: 10 ; **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Bogaj

Educational targets: Introduce students to theoretical and all-methodological issues of research methods and techniques in social sciences, e.g., pedagogy. Provide students with the skills of proper formulating of research problems, hypotheses, setting of variables, and selecting of indicators. Learn the main construction principles of creating the research tools. Selective and critical study of pedagogical literature. Use the methodological knowledge to selection of methods, construction of tools as well as preparation of empirical research. Quantitative and qualitative analysis of collected empirical material.

Contents: Introduction to programme and basic literature of the subject. General introduction to problems and objectives of methodology. Main notions. Meaning of knowledge and methodological skills in study process, as well as teacher's and educator's profession. Layout and structure of a Master's thesis. Introduction to methodology of pedagogical research. Main concepts and types of pedagogical research. Theory in pedagogical research. Principles of pedagogical research. Research in teacher's work. Moral aspects of pedagogical research. Structure of research process in diagnostic and verification research. Research problem. Hypothesis. Variables and indicators. Definition of notions. Types of definition. Attempt to formulating of research issues, hypotheses and variables operations. Stages of pedagogical research. Analysis of subsequent actions of pedagogical research. Description of stages of pedagogical research. Selection of specimen in pedagogical research. Pilot studies. Operational model of research. Analysis of various research concepts on the basis of empirical research reports. Educational experiment. Experimental techniques. Utility of experimental research. Errors in experimental research. Quasi-experimental research. Survey method. Requirements towards survey method. Types of questionnaire items. Techniques in survey method: questionnaire and interview. Source of errors in surveys. Observation in survey research. Types of observation. Observational techniques. Conditions and merits of proper observation. Subject of observation. Cognitive borders of observation. Creating observational schedule. Evaluation of educational effectiveness. Educational achievement tests and their usage. Types of tests and test items. Qualities of achievement tests. Construction of test. Quantitative analysis of test items. Sociometric method. Description of sociometric method. Sociometric techniques: Moreno's technique, "guess who?", friendliness and aversion poll, range arrangement technique. Description and analysis of sociometric data. Cognitive limitations to sociometric method. Attitude scale and rating scale. Likert scale, Thurston scale, Guttman's scalogram. Types of scales and their usage. Construction of scales. Errors made while evaluation. Sources of errors in evaluation. Analysis of documents. Types of documents. Methods of document analysis. Analysis of works, e.g., essays, diaries, drawings. Dialogue method. Conditions of correctness of dialogue method. Techniques of dialogue. Errors in dialogue method. Biographical method. Description of biographical method. Types of biographical method: monographic method, individual case method. Merits and drawbacks of biographical method.

Recommended reading:

Brzeziński J., Metodologia badań psychologicznych, Warszawa 2003

Dutkiewicz W., Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001

Łobocki M., Metody i techniki badań pedagogicznych, Kraków 2000

Code: 11.3-3PESJ-A7-11

Computer Science

Number of tutorials: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Ryszard Błaszczewicz PhD, Jerzy Stamirowski PhD

Educational targets: Introduce to history of development of computer science; to essential notions; to main changes in hardware and software. Provide students with the abilities to collect and process data, do calculations and present results in graphic form. Develop the abilities to use information sources in computer network, especially in the Internet. Learn the advanced methods of searching the Internet. Make students aware of dangers and treats of computer networks. Provide students with the abilities to create own websites. Multimedia presentation.

Contents: Information system: construction and functions. Preparation of the computer to do certain tasks: basic system operations on the basis of Windows operation system – installation of the system, configuration, file operations. Functional programmes. Function of the programmes, preparations to create documents and application on the example of MS Office 2000. Searching, presenting and widespreading of information. Calculation problems in pedagogy. Collecting, searching and presenting of information in database applications. Processing of results of educational measurement using MS Excel 2000. Data and types of data, algorithm and programme. Selected possibilities of automatization of calculation processes with use of procedures of operation on events. Sorting and filtering of information. Creating of text document containing signs, symbols and objects available in MS Office 2000 (MS Word 2000, MS Excel 2000). Searching for information in the Internet. Communication with other users of the Internet and exchange of information by means of e-mail and discussion groups. Placing information from the Internet in MS Word 2000 documents. Converting MS Word 2000 document into HTML document. Discussing the methods of placing documents on Internet servers. Creating scenario and multimedia presentation using PowerPoint programme. Using information from the Internet in the presentation (linking to the Internet from the application level). Database and system of database management. Main components of database on the basis of MS Access 2000 application. Relations in MS Access 2000 – creating and joining using the keys. Searching database for particular information, using QBE research. Concept of research. User's communication with database with the usage of interface. Basic methods of creating user's interface. Presenting the results of database search in the form of reports. Possibilities of communication between database and the Internet, main information on the online database application.

Recommended reading:

Dyson P., Coleman P.: Windows 2000 Pl, Wyd. EXIT, 2000

Kopertowska M.: FrontPage 2000 HTML Podstawy, TorTech, 2001

Sokół M.: Tworzenie stron WWW. Ćwiczenia praktyczne, Helion 2000

Kopertowska M.: Ćwiczenia z PowerPoint zawansowane możliwości, Mikom, 2000

Cichosz P.: Systemy uczące się, WNT, 2000

Code: 08.9-3PESJ-A8-LITM2

Literature for Youth

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Marek Kałny

Educational targets: Prepare students to didactic and educational work with literature for children and youth. Realise reading needs, possibilities of reception. Introduce main tendencies of development of this discipline. Create skills of judging book in terms of aesthetic and ability of proper use of methods of literary analysis. Stress the need of regular contacts with literature.

Contents: Work of poetry, its characteristics and functions. Characteristics and functions of prose for children and youth, issues of handicapped children and problems of drug addiction. Presenting the most eminent interwar and modern writers. Syncretism of prose works, significance of the protagonist, composition structures, thematic and formal structures, fables and fairy tales with particular emphasis on multidimensional character of fairy tales, meaning of modern fairy tales, and their therapeutic sense. Educational aspects of literature are of constant lecturers' interest.

Recommended reading:

Białek J.Z., *Literatura dla dzieci i młodzieży w latach 1918-1939*, Warszawa 1979

Frycie S., *Literatura dla dzieci i młodzieży w latach 1945-1970*, cz. I, Warszawa 1978, cz. II, Warszawa 1982

Pałowski J., Kałny M., *Literatura dla dzieci i młodzieży*, Kielce 1995

Group B Basic courses

Code: 12.9-3PESJ-B9-AU1

Auxology

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Jopkiewicz

Educational targets: Expand students' knowledge of main health problems of children, youth, as well as adults and the old. Learn the basic rules of auxological diagnostics.

Contents: Learning the aims and objectives of auxology. Discussing main health problems of Polish society, issues of social diversification of physical development of children and youth in Poland as well as tendencies of transformation, its causes and results. Disorders of growing and maturing as well as selected health problems of the stage of pubescence. Methods of controlling, and norms of children and youth's development, and main rules of diagnostics of development as well as methods of assessment of functional development of human being.

Recommended reading:

Doleżych B., Łaszczycza P. (red.), *Biomedyczne podstawy rozwoju z elementami higieny szkolnej*, Toruń 2004.

Jopkiewicz A. (red.), *Auksologia a promocja zdrowia*, Kielce, t.1, 1997, t. 2, 2000, t. 3, 2004.

Jopkiewicz A., Suliga E., *Biomedyczne podstawy rozwoju i wychowania*, Radom-Kielce 2005.

Kopczyńska-Sikorska J. (red.), *Diagnostyka rozwoju dzieci i młodzieży*. „Biblioteka Pediatrii” Nr 12, Warszawa 1980.

Malinowski A., *Auksologia. Rozwój osobniczy człowieka w ujęciu biomedycznym*, Zielona Góra 2004.

Mięsowicz I. (red.), *Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości*, Warszawa 2001.

Wolański N., Koziół R. (red.), *Ocena rozwoju dzieci w zdrowiu i chorobie*, Warszawa 1987.

Code: 14.4-3PESJ-B10-PSO1

General Psychology

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Aleksander Gorbatkow PhD

Educational targets: General objective: create students' bases of development of psychological aspects of professional and pedagogical thinking and psychological components of professional knowledge, skills and habits. Research objectives: a) introduce notions necessary for building knowledge of general regularities of psychic functions of human being; b) make students aware of the fact that general regularities of psychic functions may be modified by age, sex, and other individual qualities of the individual. Practical objective: develop abilities to use theoretical knowledge to solve problems typical for pedagogical work. Educational objective: inspire sensitivity towards the other people considering their dissimilarities connected with genetic or cultural determinations etc.

Contents: Place of psychology within the system of sciences. Scientific psychology and its development before science. Theoretical and practical psychology. Main trends and concepts of psychology. Methods of psychological research. Structure and functions of psyche. Structure and functions of cognitive processes. Structure and functions of emotional and motivational processes. Structure and functions of basic actions. Individual differences. Temperament; selected theories and typologies of temperament. Intelligence; selected theories and typologies of intelligence.

Recommended reading:

Strelau J. (red.): Psychologia, T. 1, 2. Gdańsk, 2000

Tomaszewski T. (red.): Psychologia ogólna, T. 1, 2, 3, 4. Warszawa, 1992, 1995

Włodarski Z., Matczak A.: Wprowadzenie do psychologii. Warszawa, 1987, 1992

Zimbardo P.G.: Psychologia i życie, Warszawa, 2002

Szewczuk W. (red.): Encyklopedia psychologii, Warszawa, 1998

Code: 14.4-3PESJ-B11-PSR2

Psychology of Development of Human Being

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Barbara Braun PhD

Students are obliged to complete this course before taking the course in General Psychology.

Educational targets: Psychology of Development of Human Being is a course from group of basic courses. Its aim is to prepare the system of notions necessary to build the knowledge of developmental changes in psychic actions of human being during the lifetime and of determinants of those changes.

Contents: Essence of development. Determinants of development. Cognitive development: perception, memory, and thinking. Emotional development: emotions as processes connected with body, congenital and learnt emotional reactions, and development of particular emotions. Social development: social interactions, leaning of social roles, compound social behaviour: prosocial and aggressive behaviour. Moral development: learning of moral values, meaning of identification process, and connection of cognitive development with moral development – theories of J Piaget and L Kohlberg. Development of personality: development of one's self – self-knowledge and identity, self-esteem, sense of creation. Gender identity. E Erikson's theory of psychosocial development as an example of theory grown from dynamic trend. Models of adult personality. Description of stages of development: prenatal period, infancy, early childhood, preschool age, early school age, pubescence, adolescence, adulthood, and old age.

Recommended reading:

Przetacznik-Gierowska M., Tyszkowa M., Psychologia rozwoju człowieka t.1, PWN, Warszawa 1996

Harwas-Napierała B., Trempała J. (red.), Psychologia rozwoju człowieka. t.2 i 3, PWN, Warszawa 2003

Vasta R., Haith M.M., Miller S.M., Psychologia dziecka. WSiP Warszawa 1995

Turner J.S., Helms D.B., Rozwój człowieka, WSiP, Warszawa 1999

Code: 14.4-3PESJ-B12-PSS2

Social Psychology

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Jolanta Szczurkowska PhD

Educational targets: Introduce to psychological causes, mechanisms and determinants of human's social behaviour.

Contents: Human as a subject recognising oneself and social world. Recognition of social world: schemes and heuristics. Recognition of other people: how we create the image of the others and how we conclude the reasons of their behaviour. Recognition of oneself: sense of identity, methods of self-recognition, self-presentation. Social influence. Conformism, submissiveness and obedience. Group and group processes: types of group, objectives, norms, structure and cohesion of a group. Group's influence on an individual: facilitation, Ringelmann effect, and deindividuation. Attitudes and their norms: change of attitudes – social dissonance and persuasive message, attitude and behaviour, and promotion. Interpersonal relations. Interpersonal attractiveness: determinants and regularities, friendship and love, selected theories of mutual attractiveness. Aggression: nature of aggression, studies of aggression, countermeasures. Prejudices: nature, causes, consequences and trials of countermeasures. Prosocial behaviour: theories explaining reasons for helping the others, individual and social determinants of prosocial behaviour, consequences of giving help.

Recommended reading:

Aronson, E., Wilson T., Akert R., Psychologia społeczna – serce i umysł, Wydawnictwo Zysk i S – ka, Poznań 1997

Cialdini R., Wywieranie wpływu na ludzi. Gdańskie Wydawnictwo Psychologiczne, Gdańsk 1994

Kenrick D. S., Neuberg S. L., Cialdini R. B., Psychologia społeczna, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002

Mika S., Psychologia społeczna, Wydawnictwo Naukowe PWN, Warszawa 1984

Strelau J., Psychologia. Podręcznik akademicki, Tom 3, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2000

Code: 14.2-3PESJ-B13-SE1

Sociology of Education

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Maria Sroczyńska PhD

Educational targets: Introduce students to the theoretical foundations of sociological interpretation of phenomena connected with human education. Accustom students to skilful use of sociological texts (mostly use of texts on sociology of education), Develop skills of using sociological knowledge in planning of own research and scientific work.

Contents: Modern educational ideologies. Social structure and education. School selection and its social determination. Functions of educational system in educational processes. Rule of equal educational chances. Treats – borders of realisation of the rules. Education in the process of social change. Development of personality in the process of socialisation. Family as an educational institution. School as an educational environment. Collaboration between a family and school in order to create the common ground for education and upbringing. Cultural institutions in the process of children, youth and adult education. Social and economic determinants of the changes in Polish educational system. Education in Poland after the school reform of 1999.

Recommended reading:

Schulz R. (wybór): Antropologiczne podstawy wychowania, Warszawa 1996
Berger P.L., Luckman T.: Społeczne tworzenie rzeczywistości, Warszawa 1983
Mariański J.: Wprowadzenie do socjologii moralności, Lublin 1989
Meighan R.: Socjologia edukacji, Toruń 1993
Szczyptański J.: Elementarne pojęcia socjologii, Warszawa 1970

Code: 08.3-3PESJ-B14-HW1

History of Education

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Waldemar Firlej PhD

Educational targets: The aim of this course is to present the historic development of pedagogical thought and changes in the organisation, structure and function of educational institutions in Poland and the world. While teaching the subject the emphasis should be put on the educational ideals in different periods. Study of History of Education should contribute to forming the pedagogical culture of future teachers and educators as well as preserving the most important educational values, increasing of it and handing down to next generations.

Contents: History of education as a science; its place among pedagogical and historical sciences. Subjects of interest of history of education. The main representatives of history of education in Poland. The main sources and studies for history of education. Achievements of philosophical and pedagogical thought as well as of education in ancient Greece and Rome; their influence on development of European culture and civilisation. Educational ideals and organisation of education in the Middle Ages: Christianity and achievements of pedagogical thought and education of antiquity; upbringing in pedagogical thought of Christian philosophers; the Carolingian Renaissance; state education; development of medieval education; medieval universities; role of the Church in Renaissance Europe. Significance of the Reformation for education. Pedagogical thought and education in Renaissance Poland. Reform of the Roman Catholic Church after the Council of Trent. Jesuit and Piarist education. The main trends of European pedagogical thought in the 17th and 18th centuries and its representatives: J A Komeński, J Locke, J J Rousseau. Educational system in the Commonwealth in the 17th and the 1st half of the 18th century and aspiration to its reform: educational activity of S Konarski and The Knight's School in Warsaw. Establishment, activity and meaning of Commission for National Education. European pedagogical thought of the 19th century and its main representatives: F Herbart, H Spencer. Educational policy of partitioners on Polish lands in the 19th century. Polish pedagogical thought and educational system. Defence of Polish culture and national identity: role of Catholic Church and family. Pedagogical ideas of new education and its representatives. Reconstruction, development and achievements of education in the period of Second Republic: integration of education, universal education, development of education on different levels, achievements of Polish pedagogical thought, Polish schools against a background of European schools. Educational policy of invaders during The world War II. Organisation and range of clandestine classes and underground education.

Recommended reading:

Kurdybacha Ł. (red.), Historia wychowania, t.1-2, Warszawa 1967-1968
Miąso J. (red.), Historia wychowania. Wiek XX, cz.1-2, Warszawa 1981
Bartnicka K., Szybiak I., Zarys historii wychowania, Warszawa 2001
Kot S., Historia wychowania. Zarys podręcznikowy, t.1-2, Lwów 1934, wyd.2, Warszawa 1996
Krasuski J., Historia wychowania. Zarys syntetyczny, Warszawa 1989
Możdżeń S., Zarys historii wychowania, cz.1-3, Kielce 1992-1995; wyd.2, Zarys historii wychowania, cz.1: [do roku 1795], Kielce 1999

Możdżeń S., Historia wychowania 1795-1918, Kielce 2000
Możdżeń S., Historia wychowania 1918-1945, Kielce 2000
Wołoszyn S., Dzieje wychowania i myśli pedagogicznej w zarysie, Warszawa 1964
Wołoszyn S., Nauki o wychowaniu w Polsce w XX wieku, wyd. 2 poszerzone, Kielce 1998
Wroczyński R., Dzieje oświaty polskiej 1795-1945, Warszawa 1980
Wroczyński R., Dzieje oświaty polskiej do 1795r., Warszawa 1983

Code: 05.0-3PESJ-B15-PO1

General Pedagogy

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Krystyna Duraj-Nowakowa

Educational targets: Introduce students to academic culture of pedagogy through presentation of diversity as well as unity of methodological and theoretical research by connection of traditional approach and modern critical orientations and trends within the field of pedagogical sciences. Evolve from stereotypical and common thinking to scientific and critical thinking. Equip students with the knowledge and ability to critical analysis that will be the basis for students' individual and creative search for pedagogy with the consciousness if its rational principles and consequences. Help students (future teachers and educators) to discover and develop their own concept of pedagogy, and pedagogical visions and preferences. Guide students to critical and reflective enrichment and creation of their own individual pedagogical style. Realise practical use of pedagogy in the process of affirmation of ideas and values, in organisation of educational structures, and search of possibilities of minimalization of treats for education.

Contents: Origins, subject, structure and objectives of pedagogy. Main fields and subdisciplines of pedagogy. Historical process of development of different types of pedagogical knowledge and their modern status and usefulness. Place of pedagogy in the system of sciences. Philosophical and psychological foundations of pedagogy. Modern methodological status of pedagogy and its changes. Modern changes in pedagogical practice. Development as an educational target in the light of main educational ideologies. Education as a process of individual identity acquisition throughout the lifetime. Educational system as a system of universal and permanent education. Personal, social and professional formation of a teacher within the civilisation of the end of the 20th century. Components of educational process from the pedagogical perspective. Educational processes. Education as a socially prescriptive form of culture transfer. Educational environment: a family, school and class. Educational and didactic failure of children and youth. Personal growth as an objective of education. Issues of modern treats toward children and youth.

Recommended reading:

Jaworska T., Leppert R. (red.), Wprowadzenie do pedagogiki. Wybór tekstów, Of. Wyd. „Impuls”, Kraków 1996

Kunowski S., Podstawy współczesnej pedagogiki, Wyd. Salezjańskie, Warszawa 1993

Matyjas B., Ratajek Z., Trafiałek E., Orientacje i kierunki w pedagogice współczesnej. Zarys problematyki, Wyd. Wszechnicy Świętokrzyskiej, Kielce 1997 (rozd. 1-4)

Śliwerski B., Kwieciński Z. (red.), Pedagogika: podręcznik akademicki, WN PWN, Warszawa 2003 (t. 1)

Wołoszyn S., Nauki o wychowaniu w Polsce w XX w., Dom Wyd. „Strzelec”, Warszawa 1993 (lub Kielce 1998)

Code: 05.7-3PESJ-B16-WKP2

Contemporary Pedagogic Research

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Krystyna Duraj-Nowakowa

Educational targets: Introduce students to scientific culture of pedagogy through presentation of diversity and complexity of modern pedagogical trends, orientations and directions. Prepare students to recognition and individual solution of theoretical and practical problems in pedagogical activity. Provide students with the skills of critical analysis in order to facilitate the search for own pedagogy with the consciousness of its rational principles and consequences. Guide students to critical and reflective thinking in order to enrich and create their own individual pedagogical style

Contents: Main theoretical and methodological trends in pedagogical sciences. Identity of pedagogy in the stage of creation. Selected pedagogical trends in the 20th century. Directions of development of pedagogical theory and practice. Basic antinomies in pedagogy. Postmodernist perspectives of pedagogy. Alternative pedagogy in the 21st century. Main ideas and trends of emancipation pedagogy. Paulo Freire's Pedagogy of the Oppressed. Main principles of radical pedagogy. I Illich's idea of social descolarization. Humanistic pedagogy. Anti-pedagogy. Feminist pedagogy. Intercultural education. Traditional school and media education and virtual school. New trends in pedagogy and new schools.

Recommended reading:

Gnitecki J., Palka S. (red.): Perspektywy i kierunki rozwoju pedagogiki, Kraków-Poznań 1999

Kwieciński Z. (red.): Alternatywy myślenia o/dla edukacji, Warszawa 2000

Kwieciński Z., Śliwerski B.: Pedagogika: podręcznik akademicki, Warszawa 2003

Matyjas B., Ratajek Z., Trafiątek E.: Orientacje i kierunki w pedagogice współczesnej (zarys problematyki), Kielce 1996 i wyd. nast.

Śliwerski B.: Współczesne teorie i nurty wychowania, Kraków 1998 i wyd. nast.

Witkowski L.: Edukacja i humanistyka. Nowe konteksty humanistyczne dla nowoczesnych nauczycieli, Warszawa 2000.

Wołoszyn S.: Nauki o wychowaniu w Polsce w XX wieku, Kielce 1996 i wyd. nast.

Code: 05.7-3PESJ-B17-PPO2

Comparative Pedagogy

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Ewa Kula PhD

Educational targets: Provide students with the knowledge of functioning of modern educational systems, changes and school reforms, mainly in the 2nd half of the 20th century. Compare and evaluate educational systems in order to present the role of education in shaping and developing culture of modern societies. Analyse educational systems and present main trends of their development in order to enrich students' knowledge and their criticism towards Polish educational policy.

Contents: Conditions of functioning educational systems in the world, their development, standards and priorities in educational policy of the European Union. Realisation of special programmes (Socrates, Leonardo, and Tempus). Meaning of the Bologna Process and introduction of European Higher Education Area (in 1988). System of teacher training in selected countries. Issues of Polish educational system form comparative perspective.

Recommended reading:

Adamczyk M., Ładyżyński A.: Edukacja w krajach rozwiniętych, Stalowa Wola 1999

Pachociński R.: Pedagogika porównawcza. Podręcznik dla studentów, Białystok 1995

Pachociński R.: Oświata XXI wieku. Kierunki przeobrażeń, Warszawa 1999

Pachocinski R.: Współczesne systemy edukacyjne, Warszawa 2000

Delors J.: Edukacja. Jest w niej ukryty skarb, Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji, Warszawa 1998

Code: 05.9-3PESJ-B18-PSP2

Social Pedagogy

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Elżbieta Trafiałek PhD

Educational targets: Introduce students to problems of functioning of different types of educational environment, of social determinants and dysfunctions of various types of social activity. Shape social thinking and understanding the meaning of social dialogue.

Contents: The origins and conditions of establishment of social pedagogy in Poland and the world. Profiles of precursors and representatives of the science. Principles of methodology of social pedagogy and usage of particular research procedure in diagnosing various educational environments. Issues of environmental determinants of educational processes. Analysis of conditions enabling the fulfilment of developmental needs of human being in all stages of life and in various situations. Presenting of wide extra-institutional areas shaping personality and qualities of lives of individuals and social groups, with the particular emphasis on the perspective role of local environment.

Recommended reading:

Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980

Wroczyński R.: Pedagogika społeczna, Warszawa 1985

Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995

Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001

Przeclawska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

Code: 05.7-3PESJ-B19-TW1

Theory of Education

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Monika Kardaczyńska PhD

Educational targets: Introduce students to the essence of theory of upbringing, discourse and dispute, structures of the theory of upbringing, basic notions and research areas. Active study of the literature on theory of upbringing with the emphasis on diversified concepts of education and theoretical descriptions of education process, aims, forms, methods, and educational devices. Introduce to open thinking about upbringing and discussion, critic of theory and didactic activity, trials of creative presentation of teacher's role as well as designing of educational activities.

Contents: Cognitive and research areas of the theory of upbringing. Upbringing as an intentional educational process. Upbringing situations as elements of educational process. Intentionality of upbringing – teleology of upbringing. Fundamentals of purpose of upbringing and sources of educational aims. Subjectivity of upbringing. Main fields of upbringing and their integration (moral, mental, aesthetic). System of education at school. Main educational methods: rewards, punishment, example, persuasion and task method. “Waking” children by dialogue in educational conversation. Eristic and negotiation in upbringing. Methodology of transanalysis. Pupils' school games. Personality of a teacher. Pedagogical competence of a teacher. New perspective of teacher training: “through dialogue to dialogue” training. Educational activity planning and curricula designing. Upbringing activity and aiming at self-education.

Recommended reading:

Górniewicz J.: Teoria wychowania (wybrane problemy), Toruń-Olsztyn 1995

Konarzewski K.: Podstawy teorii oddziaływań wychowawczych, Warszawa 1982
Łobocki M.: ABC wychowania, Warszawa 1992
Łobocki M.: Teoria wychowania w zarysie, Kraków 2003
Radziejewicz J.: O planowaniu pracy wychowawczej, Warszawa 1989
Schulz R.: (oprac. i wybór.). Antropologiczne podstawy wychowania, Warszawa 1996

Code: 05.1-3PESJ-B20-DO1

General Didactics

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes) + oral examination

Language of instruction: Polish

Contents Coordinator(s): Mariola Wojciechowska PhD, Sławomir Koziej PhD

Educational targets: Give students specific knowledge about practical activities. Provoke them to critical reflection in accordance with taking decisions in planning and realisation of didactic process.

Contents: Subject and objectives of didactics. Didactics as a science; methods of didactic research. Basic didactic terms: teaching, learning, upbringing, education etc. Didactic systems. Educational aims and contents. Process of instruction. Structural reform and curriculum reform of educational system in Poland. Teaching principles. Methods of teaching and learning. Didactic devices. Organisation of teaching process. Programmed instruction. Educational software. Control and evaluation in educational process. Determinants of school success and failure.

Recommended reading:

Bereźnicki F., Dydaktyka kształcenia ogólnego, Kraków 2001

Kruszewski K. (red.) Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich, Warszawa 1991

Kupisiewicz Cz., Dydaktyka ogólna, Warszawa 2000

Okoń W., Wprowadzenie do dydaktyki ogólnej, Warszawa 1996

Półturzycki J., Dydaktyka dla nauczycieli, Toruń 1997

Code: 05.6-3PESJ-B21-PSC2

Special Pedagogy

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Rutkowski PhD

Educational targets: Introduce students to main theoretical issues of special pedagogy and to practice of education of people with special educational needs. Detailed aims: introduce students to modern objectives of special pedagogy and to its connections with other sciences; introduce to selected fields of special pedagogy, and their subjects and scope of interests; present common problems of special care and education, and social support in comparison with systems in other countries; create abilities of using pedagogical knowledge in recognising special needs of the disabled in revalidation, didactics and education.

Contents: Subject of special pedagogy as a science: modern methodology of special pedagogy, systematics and teleology in special pedagogy. Cultural and social determinants of care, education, rehabilitation and valorisation of life of the disabled: evaluation of social opinions on the role and place of the disabled in a society; issues of education and social integration of the disabled from Polish and world perspective; standard principles of giving equal opportunities to the disabled on the basis of documents of the United Nations and European Council; foundations of therapeutic and educational actions. Using humanistic educational models in special pedagogy. Directions and

forms of therapeutic and educational actions. Functions, objectives, scope and methods of special pedagogy in preschool education (early intervention in order to correct and compensate for developmental dissonances; special pedagogical help to parents of a disabled child; diagnostics and pedagogical therapy). Special education in realisation of compulsory schooling and vocational training. Functions of special pedagogy in the universal education: concept of integrated education of the disabled and the fully fit; premises, levels and forms of school integration, determinants of successful integration; scope, objectives and principles of orthodidactics. Special pedagogy towards social and occupational reintegration and revalorization of disabled adults; eliminating subjective borders of readaptation. Social forms of care and education of the disabled: actions of non-governmental organisations and foundations for the disabled. Role of mass media in realisation of objectives of special pedagogy. Detailed scope and specificity of revalidation of people with mental, somatic, and motor disability, connected with autism; specificity of supporting of development of talented pupils and pupils with learning difficulties.

Recommended reading:

Dykcik W. (red.): Pedagogika specjalna, Wyd. Naukowe UAM, Poznań 2001

Sowa J., Wojciechowski F.: Rehabilitacja w kontekście edukacyjnym, Wyd. Oświatowe "Fosze", Rzeszów 2001

Sowa J.: Pedagogika specjalna w zarysie, Wyd. Oświatowe "Fosze", Rzeszów 1997

Sękowska Z.: Wprowadzenie do pedagogiki specjalnej, Wyd. WSPS, Warszawa 1998

Dykcik W. (red.): Nowatorskie i alternatywne metody w praktyce pedagogiki specjalnej. Wyd. UAM, Poznań, 2001

Code: 05.6-3PESJ-B22-PRS2

Pedagogy of Correction

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Tadeusz Sakowicz PhD

Educational targets: Introduce students to the knowledge of pedagogy of correction as a subdiscipline of special pedagogy. Introduce to main notions, history and various fields of pedagogy of correction. Introduce to the phenomenon of social unadaptability, its etiology and countermeasures. Provide students with knowledge of principles of work of resocialization centres. Describe psychosocial foundations of resocialization. Present foundations of rehabilitative education and the latest methods of rehabilitative actions within the stationary and liberation resocialization. Prepare students to proper conduct of rehabilitative actions using diversified forms of its designing.

Contents: Range, rules and methods of resocialization. Development of resocialization as a science. Phenomenon of social unadaptability – etiology, symptoms, determinants, methods of therapy; psychopathy – determinants, methods of rehabilitation of psychopathic individuals; main resocialization institutions – legal regulations, principles of activity, organisation of selected institutions (Areszt Śledczy, Policyjna Izba Dziecka, Pogotowie Opiekuńcze, Zakład Karny, Sąd d.s. Rodzinnych i Nieletnich, MOPR, Zakład Poprawczy); resocialization and prophylaxis in open environment – foster family, custody, local centres; rehabilitation and therapy of the addicts.

Recommended reading:

Pospiszył K.: Psychopatia, Warszawa 2000

Pytka L.: Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne i metodyczne, Warszawa 2001

Lipkowski O.: Resocjalizacja, Warszawa 1976

Kalinowski M., Pełka J.: Zarys dziejów resocjalizacji nieletnich, Warszawa 2003

Ostrowska Z., Grecuszkina A.: Praca z indywidualnym przypadkiem w nadzorze rodzinnego kuratora sądowego, Lublin 1999

Code: 05.5-3PESJ-B23-AG2

Andragogics

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Sylwester Scisłowicz PhD

Educational targets: Introduce students to both historic and the latest knowledge of various aspects of functioning of an adult man in the surrounding social reality with the emphasis on the information useful to the students and people they will be collaborating with as practical advice for discovering, taking and continuing the attractive and desirable self-education and self-realisation through the whole life. Introduce students to diagnosis of own problems as well as problems of their contact with other adults, and social problems in general; to constructive foreseeing and solving problems – thus, the main aim of the course is to develop and modify students' knowledge, objectives, skills and abilities necessary to fulfil the above-mentioned operations. Create prosocial and prosubject emotional attitudes. Introduce students to practice of activation methods of adult education.

Contents: Genesis and evolution of andragogics, psychological aspects of functioning of adults and the elder. Subject and objectives of andragogics (adult education) and gerontology. Modern theories of adult education. Methodological dilemmas of andragogics, issues of permanent education. Cultural and educational needs of adults and the elder, and realisation of those needs; philosophical and sociological aspects of adult education. Alienation and self-realisation of the adult. Meaning of self-control, self-appraisal and self-correction, will, freedom and self-responsibility in self-creation, creation of the others and of world in general. Active and functional recognition and presentation of the present and searching for new methods of support the implementation of the adults to life-long self-realisation.

Recommended reading:

Aleksander T., *Andragogika*, Ostrowiec Św. 2002

Malewski M., *Andragogika w perspektywie metodologicznej*, Wrocław 1991

Pachociński R., *Andragogika w wymiarze międzynarodowym*, Warszawa 1998

Pietrasieński Z., *Rozwój człowieka dorosłego*, Warszawa 1990

Półturzycki J., *Akademicka edukacja dorosłych*, Warszawa 1994

Turos L., *Andragogika ogólna*, Warszawa 1999

Wujek T.(red), *Wprowadzenie do andragogiki*, Warszawa 1996

Code: 05.9-3PESJ-B24-PPR2

Labour Pedagogy

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Zdzisław Stoliński PhD

Educational targets: Show the place and meaning of work in human life. Show the methods of preparing children and youth to labour activity. While participating in the classes, students will gain skills in active interpersonal communication.

Contents: Notion, subject and objectives of labour pedagogy. Man – education –work as the basic reference systems in labour pedagogy. Theoretical and methodological bases of labour pedagogy; labour pedagogy among pedagogical sciences and labour sciences; research areas of labour pedagogy; pre-professional training, pro-vocational education, vocational education, permanent education, in-service education, stages of professional development and professional promotion (e.g., in teaching profession), labour vs. choice of profession: vocational guidance, diagnosing and

shaping general usefulness of worker, active job-hunting, shaping one's career: art of presentation, negotiation and interpersonal communication; education vs. problems of unemployment: social and pedagogical consultancy.

Recommended reading:

Kwiatkowski S. M., Symela K. (red): Standardy kwalifikacji zawodowych. Teoria metodologia projekty, Warszawa 2001

Kwiatkowski S. M.: Kształcenie zawodowe. Dylematy teorii i praktyki, Warszawa 2001

Bogaj A.: Relacje między kształceniem ogólnym a zawodowym. Kwiatkowski S.M. (red), Kształcenie zawodowe w warunkach gospodarki rynkowej. Warszawa 1994

Nowacki T.: Podstawy dydaktyki zawodowej, Wydanie 4, Warszawa 1983

Pietrasinski Z.: Podstawy psychologii pracy, Warszawa 1971

Wiatrowski Z.: Podstawy pedagogiki pracy, Bydgoszcz 2000

Group C Major Subjects

Code: 05.0-3PESJ-C25-PED1

Pedeutology

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Wanda Dróżka

Educational targets: Introduce students to traditional knowledge of a teacher and teaching profession, and the latest trends of pedeutological reflection; present teacher's situation in other countries, methods of teacher training and professional development; present the meaning, role and status of teaching profession in a society and culture; create consciousness and professional identity of students - candidates for teachers; inspire critical social and educational reflection; inspire reflection of ethical bases of teaching profession; present difficulties in teaching profession.

Contents: Subject and issues of pedeutology, state of research of teaching profession, image of a teacher in pedeutological thought; identity and philosophy of the profession, individual pedagogical concepts and visions of a school, educational values of teaching profession, professional development of a teacher, problems of teacher training, teachers' pedagogical competence, motives for the choice of the profession, professional promotion and in-service training; teacher's social status, conditions of teacher's life and work, economic status, professional realities; teaching profession ethos, professional ethics, ethos of teacher's personality, teacher's individual ethos; teachers' pedagogical styles, notion of pedagogical style, description of individual pedagogical styles, pedagogical style in professional experience; teacher's functions in changing philosophy of education.

Recommended reading:

Dróżka W.: Młode pokolenie nauczycieli. Studium autobiografii młodych nauczycieli polskich lat dziewięćdziesiątych, Kielce 1997

Dróżka W.: Nauczyciel. Autobiografia. Pokolenie. Studia pedeutologiczne i pamiętnikoznawcze, Kielce 2002

Dróżka W., Gołębiowski B.: Współczesne zagadnienia zawodu nauczyciela, Kielce 1995

Kotusiewicz H., Kwiatkowska, Zaczyński W.: Pedeutologia badania i koncepcje logiczne, Warszawa 1993

Legowicz J.: O nauczycielu - filozofia nauczyciela i wychowania, Warszawa 1975

Code: 05.9-3PESJ-C26-PPOO1

Legal Foundations and Organisation of Education

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Stanisław Majewski PhD

Educational targets: Present knowledge of historical ways of development and modern trends in theory and practice of management. Such knowledge is essential for effective organising and managing of various educational institutions. Future educators should have the ability of efficient organisation of own workplace. They also should learn the foundations of educational law, teachers' and school workers' right and duties, as well as competence of people responsible for functioning of every level of educational system.

Contents: Development of various theories of organisation and management: theory of scientific organisation of work, classic theory of work, behavioural school, modern approaches to the theory of organisation: systemic and situational approach. Connections between general theories of organisation and theory of organisation of education. Historical outline of development of the state educational authorities in Poland in the 17th-20th centuries: Commission for National Education, the period of the Partitions of Poland, the Second Republic, World War II, and the Polish People's Republic. Changes in the system of organisation of education in the period of transformations: transition from centralised to decentralised model; growth of competence of the first level of management: principals; school autonomy; socialisation of the organisation of education. School – orientation and organisation. Specificity of management of educational institution, personnel management and management of material resources. Law and professional status of a teacher. Organisation, objectives and competence of school supervision.

Recommended reading:

Balicki M., Zarządzanie szkolnictwem w Polsce (studium historyczno-porównawcze), Białystok 1978

Bogaj A., Kwiatkowski S.M., Szymański M.J.: Edukacja w procesie przemian społecznych, Warszawa 1998

Elsner D., 20 problemów pracy własnej dyrektora szkoły, Jelenia Góra 1992

Encyklopedia organizacji i zarządzania, Warszawa 1981

Homplewicz J., Zarządzanie oświatowe. Zarys problematyki oświatowej teorii organizacji, Warszawa 1982

Kobyliński W. (red.), Organizacja i kierowanie szkołą. Prace zespołu badawczego, Warszawa 1990

Kobyliński W., ABC organizacji pracy nauczyciela, Warszawa 1988

Kobyliński W., Podstawy organizacji i kierowania w oświacie, Radom-Warszawa 1994

Pęcherski M., Świątek M.: Organizacja oświaty w Polsce w latach 1917-1977. Podstawowe akty prawne, wyd. 2 zmienione i rozszerzone, Warszawa 1978

Smolański A., Historyczne podstawy teorii organizacji szkolnictwa w Polsce, t. 1-3, Kraków 1999

Code: 05.0-3PESJ-C27-ME2

Media in Education

Number of lecture hours: 5, number of tutorials: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Stefan Krawczyk MA

Educational targets: Introduce students to rules of operation and usage of didactic technical devices; present techniques of using those devices in didactic process; inform students about new media (which have not yet been used in Polish schools or educational institutions); show possibilities of multimedia computer in didactic process; introduce students to various techniques of making didactic materials to visual and audio-visual presentation, with careful consideration of digital technique.

Contents: Presentation in communication process. Methods and ways of sound recording: analog (magnetic and mechanical) and digital (compact disc, MiniDisc). Analog systems of recording of television signal (VHS, SVHS, Hi-8). Digital systems of recording of television signal (mini DV, digital-8, DVD, DVD+RW). Digital recording of static image in computer (photo-CD) and in digital camera (memory card - Memory Stick, SD, CF). DVD – digital high-definition recording of audio and video files. Home cinema - Dolby Prologic, Dolby Digital, DTS. Multimedia projectors -

LCD, DLP, CRT. Multimedia computer usage to making didactic materials: video montage, audio-visual presentations, designing and printing of transparencies.

Recommended reading:

Gajda J., Juszczak S., Siemieniecki B., Wenta K., Edukacja medialna, Toruń 2002

Goban-Klas T., Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu, Warszawa 1999

Łasiński G., Sztuka prezentacji, Poznań 2000

Bogaj A., Kwiatkowski S.M., Infrastruktura medialna szkół, Warszawa 2000

Kwartalnik "Edukacja medialna"

Code: 12.7-3PESJ-C28-PZSS2

Health Promotion in School and Local Environment

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Bożena Zawadzka PhD

Educational targets: Increase students' interest in health problems and support their actions within the scope of identification and solution of own health problems, improvement of own health, and of individual and social development, as well as health care of the others and creation of healthy physical and social environment.

Contents: Notion of health. Main health problems and methods of prophylaxis. Theoretical and methodological bases of health education. Health promotion. Personal and environmental hygiene. Safety – accidents, injuries and poisoning prevention. Balanced diet. Selected aspects of mental health. Psychoactive substances usage.

Recommended reading:

Charzyńska-Gula M., (red.), Środowiskowy program wychowania zdrowotnego w szkole podstawowej i ponadpodstawowej, Lublin 1997

Demel M., Pedagogika zdrowia, Warszawa 1980

Woynarowska B., Sokołowska M., Jak tworzymy szkołę promującą zdrowie, Warszawa 1993

Woynarowska B., Zdrowie i szkoła, Warszawa 2000

Karski J. B., Promocja zdrowia, Warszawa 1995

Code: 13.9-3PESJ-C29-EE2

Ecological Education

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Develop ecological consciousness and care for environment; responsibility for own behaviour; broaden the knowledge of ecology; develop necessary skills of taking actions toward protection of environment, shape ability to formulate opinions based on analysis of the evidence and future forecast, understand of the need of balanced development, see connection between individual, social and environmental education, use environment as a source of knowledge, of development of all skills, and of infinite possibilities of learning.

Contents: International ecological recommendations. Ecology as a philosophy and lifestyle. Principles of ecophilosophy. Degradation of inanimate nature – local and global problems. Treats towards living resources of Earth. Development of ecological consciousness. Effectiveness and efficiency of educational process for widening of ecological consciousness.

Recommended reading:

Aleksandrowicz J., Sumienie ekologiczne, Warszawa 1988

Bonenberg K., Etyka środowiskowa, założenia i kierunki, Ossolineum 1992

Cichy D., Przygotowanie młodzieży do ochrony i kształtowania środowiska, Warszawa 1984

Domka L., Kryzys środowiska a edukacja dla ekorozwoju, Poznań 1996
Kalinowska A., Ekologia – wybór przyszłości, Warszawa 1992

Code: 05.9-3PESJ-C30-MPWO1

Methodology of Educational and Guardian Work

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Jolanta Biała PhD

Educational targets: Recognise needs of organisation of educational and guardian work in a family and educational institutions in local environment. Improve methods, contents and forms of educational and guardian work at school and in educational institutions. Select objectives of self-education of staff of educational institutions. Develop abilities of connecting theory and practice in formulation motions for educational work. Evaluation of effects of educational and guardian work. Forecast for educational work in institutional and family forms of childcare.

Contents: Subject and objectives of educational and guardian work. Forms and methods of child care. Organisational structure of group of tutors and pupils. Principles of creation groups in educational and guardian institutions. Characteristics of managing the institution and the staff. Selected issues of institution model. Material basis of the institution and their objectives within material help to children and youth. Objectives of the institution within children's mental development and organisation of school education. The institution as a centre of cultural life. Meaning of tradition in pupil's life and activities. Causes of violence in a family against children and forms of institutional help to the abused children. Social programme. Reasons for conflicts between parents and children. Methods of preventing conflicts. Guardian and educational system at school. Modern determinants of the child care system in Poland and in child's local environment. Planning of guardian and educational work. Methods of getting to know the pupils as a condition of effective work. Selected problems of educational work with unadapted child in a class. Homelessness as a social phenomenon. Objectives of local institutions and state organisations within help to the homeless.

Recommended reading:

Dąbrowski Z.: Wprowadzenie do metodyki opieki i wychowania w domu dziecka, Warszawa 1995
Pomykało W. (red.): Encyklopedia Pedagogiczna, Warszawa 1993
Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, t. I i II, Kielce 2002
Kamińska U.: Zarys metodyki pracy opiekuńczo-wychowawczej w instytucjonalnych i rodzinnych formach opieki, Katowice 2002
Maksymowicz A.: Metodyka pracy opiekuńczo-wychowawczej, Olsztyn 1985
Kolankiewicz M. (red.): Zagrożone dzieciństwo. Rodzinne i instytucjonalne formy opieki nad dzieckiem, Warszawa 1998

Code: 05.9-3PESJ-C31-DP2

Pedagogic Diagnostics

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD, Ewa Szumilas PhD

Educational targets: Introduce students to theoretical foundations of pedagogic diagnostics; selected examples of use of diagnostic concepts and procedures in diagnostic practice; present the complexity of methodology of pedagogic diagnostics; develop research attitude and skills of organisation of diagnostic workshop; introduce to main notions of pedagogic diagnostics and train fluency in using those notions in various forms of communication; introduce in practice to diagnostic tools and techniques; accustom to regular self-education in methodology of diagnostics

in order to search for creative solutions for work with children, youth and adults; arouse students' curiosity of diagnostic processes the base of making own research in pedagogical work.

Contents: Development of pedagogic diagnostics from historic perspective; theoretical foundations of pedagogic diagnostics; methodology of pedagogic diagnostics; guardian and educational, rehabilitative and therapeutic problems; determinants of human's needs; ethics of diagnostic process.

Recommended reading:

Ablewicz K., Hermeneutyczno-fenomenologiczna perspektywa badań w pedagogice, Kraków 1994

Gnitecki J., Zarys metodologii badań w pedagogice empirycznej, Zielona Góra 1993

Goriszowski W. (red.), Badania pedagogiczne w zarysie, Warszawa 1994

Nowak S., Metody badań socjologicznych, Warszawa 1965

Stachyra J., Wybrane metody diagnostyczne w surdopsychologii, Lublin 1995

Group D Specialised Courses

Code: 09.9-3PSEJ-D32-ARW1

Academic Reading and Writing

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): Marek Jop MA

Educational targets: Analyse texts presenting diversity of language as a means of persuasion; develop skills of writing and reading with understanding of texts containing advanced grammar and lexical structures; use writing as a form of consolidation of lexical and structural material; analyse writing process and various forms of writing.

Contents: Review of diversified written forms. Organisation of the process of writing. Observation and experience in the process of writing. Analytical approach to literary texts. Paradigmatic perspective of argumentation in a written statement. Documentation of source texts.

Recommended reading:

Hedge T., Writing, Oxford 2000

Trail G. Y., Reading & Writing, An Argument Rhetoric and Reader, Orlando 2001

Jordan R. R., Academic Writing Course, Longman 1999

Leki I., Academic Writing, Cambridge 2000

Oshima A., Hogue A., Academic English, Longman 1999

Code: 09.9-3PESJ-D33-MNJA1,2

Methodology of English Language Teaching

Number of blackboard classes: 50

Assessment: credit (blackboard classes) +examination

Language of instruction: English

Contents Coordinator(s): Izabela Jaros MA

Educational targets: Analyse main issues of methodology of teaching English to children of preschool and early school age, to school children, youth and adults. Select proper teaching method and suitable materials and teaching aids. Strategies of teachers' and students' class behaviour; individual features of students and determinants of success in language acquisition (Howard Gardner's Theory of Multiple Intelligences). Optimize language acquisition processes, and teaching systems. Describe methods of teaching elements of language and linguistic skills: speaking, writing, reading and listening. Plan language course. Prepare curriculum. Prepare scenarios of lessons. Develop skills of control and evaluation of achievements.

Contents: Teaching English in different age groups, preparing of curriculum, selection of teaching methods (conventional and unconventional methods), selection of teaching material and didactic aids, lesson planning, teacher's lesson behaviours and success in pedagogical work, individual pupils' features in foreign language acquisition, lesson as teaching of communication, discipline during lessons, teaching pronunciation, rhythm and intonation, writing, vocabulary, and grammar, teaching skills of understanding from hearing, reading with understanding, speaking, fluency of writing, and methods of integrating skills; games in teaching process, pupils' statements and correction of errors; types of linguistic tests, evaluation of achievements (The European Language Portfolio), teacher's evaluation and self-evaluation, and professional development.

Recommended reading:

Doff, A. 1999. Teach English. Cambridge: Cambridge University Press

Harmer, J. 2001. The Practice of English Language Teaching. Harlow: Pearson Education Limited

Hedge, T. 2000. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press

Komorowska, H. 1999. Metodyka nauczania języków obcych. Warszawa: Wydawnictwa Szkolne i Pedagogiczne

Larsen-Freeman, D. 1986. Techniques and Principles in Language Teaching. Oxford: Oxford University Press

Lubelska, D., Matthews, M. 1997. Looking at Language Classrooms. Cambridge: Cambridge University Press

Ur, P. 1999. A Course in Language Teaching. Cambridge: Cambridge University Press

Code: 09.2-3PESJ-D34-LITEA2

English and American Literature

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit (blackboard classes)+examination

Language of instruction: English

Contents Coordinator(s): Grzegorz Trębicki PhD

Educational targets: The aim of this course is to introduce students to essence and function of literature, as well as foundations of literary studies, main terms of analysis and interpretation of literary work. Equip students with skills in analysing and interpreting English literary works. Moreover, outline history of English and American literature will be presented to students. During the course there will be several poetic works, one drama, one novel, two short stories and short fragments of non-fiction interpreted in detail in English. Moreover, the important aspect of the course is to improve spoken and written English in practice, by discussions and essays, as well as study the selected literature.

Contents: Introduction to literature. What is literature? Essence of literature, characteristics of a literary work, functions of literature. Literature and literary studies (essence, objectives and disciplines of literary studies). Literary forms and literary genres. External problems of literature (literary studies as an interdisciplinary science, connections between literature and other fields of science and art). Basic concepts of analysis and interpretation of a literary work. History of English literature. Old English and Middle English literature. Literature of the Renaissance. Elizabethan drama. Literature of the 17th century. Metaphysical and Puritan Poetry. Literature of the 18th century: Neoclassicism, Pre-Romanticism and origins of the novel. Romanticism. Victorian literature. Poetry, prose and drama at the turn of 19th and 20th centuries. Modernism in poetry and drama. History of American literature. The birth of American literature. Puritan literature. American literature in the 18th century. Romanticism in America. Transcendentalism. Dickson and Whitman. American novel in the 19th century. Modernism in America. Lost generation. Poetry, prose and drama in the 1st half of 20th century.

Recommended reading:

Bela T., The College Anthology of English Literature, Kraków 1997

Cuddon J. A., A Dictionary of Literary Terms, Longman 1987
Diniejko A., A Selection of English Poetry (manuscript), Kielce 1998
Diniejko A., An Introduction to the Study of Literature, Kielce 1998
High, Peter S., An Outline of American Literature, London 1986

Code: 09.9-3PESJ-D35-WKA2

Knowledge of English-Speaking Countries

Number of lecture hours: 10, **number of blackboard classes:** 20

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): Marek Trojanowski MA

Educational targets: Introduce students to history, geography, economy, political systems, educational systems, culture and customs of the United Kingdom, the United States of America, Canada and Australia.

Contents: Outline history of the United States of America. Outline history of Great Britain. Canada: history, civilisation and culture. Australia: history, civilisation and culture. History of Ireland; conflict. Modern symbols of Anglo-Saxon culture. American economy. British economy. Great Britain after accession to the European Union. America after September 11th. Lifestyle in Anglo-Saxon countries. Anglo-Saxon countries on the crossing of cultures. Role of mass media and mass culture.

Recommended reading:

Crowther J. (red.), Oxford Guide to British and American Culture, Oxford 2000

Harvey P., Jones R., Britain Explored, Harlow 1992

Seath J., Sheerin S., White G., Spotlight on Britain, Oxford 1992

Stevenson D. K., American Life and Institutions, Stuttgart 1989

Diniejko A., English-Speaking Countries, Warszawa 1994

Code: 09.4-3PESJ-D36-ET1

Foundations of Theory of Translation

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): Aleksandra Piętak MA

Code: 09.9-3PESJ-D37-EIU1,2

English in Use

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): Judyta Sojda MA

Educational targets: Consolidate grammar structures and vocabulary; broaden vocabulary on selected topics; analyse phraseological and idiomatic expressions in English with Polish equivalents; analyse techniques of teaching vocabulary.

Contents: Vocabulary concerning: people, health and illnesses, crime, law and judiciary, media and computers, and business language. Idioms and phrasal verbs. Word-building.

Recommended reading:

Allsop J., Test Your Phrasal Verbs, Penguin Books 2000

Barnes A., Hines J., Weldon J., Have Fun with Vocabulary, Penguin Books 1996

Maley A., Short nad Sweet, vol. 1 &2, Penguin Books 1993
Watcyn-Jones P., Target Vocabulary 3, Penguin Books
Watcyn-Jones P., Test Your English Idioms, Penguin Books 1990
Watcyn-Jones P., Vocabulary Games and Activities for Teachers, Penguin Books 1993

Code: 09.9-3PESJ- D38-CC1,2

Conversation Class

Number of blackboard classes: 30

Assessment: credit with grade

Language of instruction: English

Contents Coordinator(s): Sławomir Sobocki MA

Educational targets: Improve speaking skill, develop formal, informal and specialist vocabulary, improve discursive language, develop communicational skills.

Contents: Drama as teaching process in primary school. Correspondence education. Problems of youth at puberty. Unemployment. Influence of Anglo-Saxon culture on modern Polish society.

Recommended reading:

Case, Doug and Ken Wilson, Off Stage! Sketches from the English Teaching Theatre, Londyn 1982

Jackson, Acy, The Conversation Class, January 2002

Philips, Sarah, One-Ropm Schools. An American Tradition, Forum English Teatching nr 2 2005

Otto B, M., Here is the News, Warszawa 1995

Windeatt, Scott, The Internet, Oxford 2000

Wright A., Creating Stories with Children, Oxford 2002

Code: 05.9-3PESJ-D39-WMO2

Monographic Lecture

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): suggested by the Director

Educational targets: Broaden students' pedagogical knowledge within specific pedagogical subdisciplines on the basis of the latest results of research.

Contents: Contents of lectures are determined by research interests of lecturers (senior academic teachers) and by achievement of the science, taking into consideration students' needs within the chosen specialisation area.

Recommended reading:

Depends on the contents

Code: 05.9-3PESJ-D40-SEM1,2

MA Seminar

Number of blackboard classes: 60

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. I Szypułowa

Educational targets: Prepare student to write Master thesis and get Master's degree in field of Pedagogy. Students ought to display their skills in using knowledge of methodology of scientific research and educational practice in their own research projects. The aim of the course is to develop students' critical and creative attitude toward educational problems.

Contents: Stages of pedagogical research programme. Model of investigated phenomena in the light of curricular and critical survey of literature. Problems and hypotheses in pedagogical research. Gathering, selecting, analysing and interpreting of research results. Academic language and style.

Recommended reading:

Rudniański J., O dobrym kształceniu i o wychowaniu, Warszawa 1990

Dutkiewicz W., Prac magisterska z pedagogiki, Kielce 1996

Spionek H., Rozwój i wychowanie małego dziecka, Warszawa 1972

Węglińska M., Jak pisać pracę magisterską, Kraków 1997

Łobocki M., Wprowadzenie do metodologii badań pedagogicznych, Katowice 1972

School and Community Pedagogy

Duration: 2 years

PART-TIME STUDIES

Master studies, supplementary after Bachelor studies

Group A General Education

Code: 14.7-3PESSR-A1-AK1

Cultural Anthropology

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Halina Mielicka PhD

Educational targets: Involve students to discussion about cultural differences present in modern societies. Explain rules of controversial endocentredness and effects of lack of toleration towards cultural differences. Analyse mechanisms connected with attitudes towards values, and functioning of structures of such institution as a family and other social categories connected with kinship.

Contents: Kinds and variants of anthropology. Presentation of basic theoretical orientation of cultural anthropology – present a human as a creator and consumer of culture. Culture as subject of theoretical and practical (field, qualitative) research. Explain methods of influence of culture on social life; cultural patterns; connection between culture and social integration. Culture and nature. Discussion about human nature. Selected theories of interpretation of culture. Axiological foundations and classification of culture. Tradition and change in culture. Introduction to issues of primitive culture, culture of myth, magic and religion, local, regional, national and mass culture, and dynamics of cultural change. Local and universal culture. Main phenomena and changes in modern culture.

Recommended reading:

Mrożek – Dumasowska M., Człowiek w labiryncie magii, Warszawa 1990

Nowicka E., Świat człowieka – świat kultury. Systematyczny wykład problemów antropologii kulturowej, Warszawa 1997

Olszewska – Dyoniziak B., Człowiek – kultura – osobowość. Wstęp do klasycznej antropologii kultury, Kraków 1991

Sulima R., Antropologia codzienności, Kraków 2000

Szyjewski A., Etnologia religii, Kraków 2001

Wencel A. (red.), Wiedza o kulturze, Antropologia kultury. Zagadnienia i wybór tekstów, cz. 1, Warszawa 1995

Code: 08.9-3PESSR-A2-E2

Ethics

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Jerzy Perzanowski

Educational targets: Present essential values in the hierarchical order, as well as norms of conduct with their interiorization. Development of own ethical attitudes, such as diligence, integrity, responsibility for own life by permanent improvement – self-education, growing to mastery in social role, innovation and creativity, development of skills of social coexistence: readiness to dialogue, tolerance, assertive educational interference, sense of responsibility for the others, for the atmosphere at work, mutual respect, trust, willingness to help the needy, care about the social good, explicit and consistent distant from all forms of pathology and all forms of moral corruption.

Contents: Ethics as a philosophical and normative discipline based on human rationality and experience which includes all issues connected to human life discussed in the aspect of its self-realisation. Ethics describes essential values (good and wrong), norms, assessments and sanctions,

refers to natural law and positive law by presenting different possibilities of interpretation within selected philosophical systems. In individual aspect, ethics describes human dignity, value and sense of life, human rights, conscience, moral integrity, freedom and responsibility. In social aspect, ethics describes norms of marriage and family life (responsible parenthood), establishes norms of professional ethos, discusses the principles of social life (participation, professional solidarity, social good, and environmental protection). It also discusses pathologies of social life.

Recommended reading:

Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999

Stróżewski W.: W kręgu wartości, Kraków 1992

Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991

Styczeń T.: Wprowadzenie do etyki, Lublin 1993

Ślipko T.: Zarys etyki ogólnej, Kraków 2002

Code: 08.9-3PESSR-A3-L1

Logic

Number of blackboard classes: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Janusz Sytnik-Czetwertyński PhD

Educational targets: Introduce students to foundations of correct understanding and reasoning.

Shape the skills of using scientific notions. Provide students with the competence to deduct on their own.

Contents: General description of logic: meaning of the terms, fields of logic (semiotics, semantics, syntax and pragmatics), logical theory of language; place of logic in the system of sciences. Language and statement; classification of natural, artificial and formal languages; statements and their functions (expressive, persuasive, suggestive, descriptive, performative and rational). Issues connected with the name: notion of name, designatum, contents and range of name, classification of names, denotation relations between names. Classic sentential calculus: notion of logical sentence, evaluation of statement, language of sentential calculus – sentence variables, functors and formulas, types of functors, writing sentences of colloquial speech by the use of notions of sentential calculus, tautologies. Predicate calculus: notion of a sentence, sentence of one argument, types of quantifiers, general and existential sentences, writing colloquial speech by means of Logic of Quantifiers. Definitions: parts of definition, types of definition, errors connected with definition. Reasoning: deductive and credential (reductive, inductive, and by analogy).

Recommended reading:

Omyła M.: Logika. Wybrane zagadnienia, WSiP, 1980 i nast. wydania

Kotarbiński T.: Elementy teorii poznania, logiki formalnej i metodologii nauk, Wyd. PAN, Warszawa 1990

Ziemiński Z.: Logika praktyczna, PWN, Warszawa 1987

Stanosz B.: Ćwiczenia z logiki, PWN, Warszawa 1980

Kmita J.: Number of lecture hours: z logiki i metodologii nauk, PWN, Warszawa 1973

Code: 05.9-3PESSR-A4-MEB1

Methodology of Pedagogical Research

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Bogaj

Educational targets: Introduce students to theoretical and all-methodological issues of research

methods and techniques in social sciences, e.g., pedagogy. Provide students with the skills of proper formulating of research problems, hypotheses, setting of variables, and selecting of indicators. Teach the main construction principles of creating the research tools. Selective and critical study of pedagogical literature. Use the methodological knowledge to selection of methods, construction of tools as well as preparation of empirical research. Quantitative and qualitative analysis of collected empirical material.

Contents: Introduction to programme and basic literature of the subject. General introduction to problems and objectives of methodology. Main notions. Meaning of knowledge and methodological skills in study process, as well as teacher's and educator's profession. Layout and structure of a Master's thesis. Introduction to methodology of pedagogical research. Main concepts and types of pedagogical research. Theory in pedagogical research. Principles of pedagogical research. Research in teacher's work. Moral aspects of pedagogical research. Structure of research process in diagnostic and verification research. Research problem. Hypothesis. Variables and indicators. Definition of notions. Types of definition. Attempt to formulating of research issues, hypotheses and variables operations. Stages of pedagogical research. Analysis of subsequent actions of pedagogical research. Description of stages of pedagogical research. Selection of specimen in pedagogical research. Pilot studies. Operational model of research. Analysis of various research concepts on the basis of empirical research reports. Educational experiment. Experimental techniques. Utility of experimental research. Errors in experimental research. Quasi-experimental research. Survey method. Requirements towards survey method. Types of questionnaire items. Techniques in survey method: questionnaire and interview. Source of errors in surveys. Observation in survey research. Types of observation. Observational techniques. Conditions and merits of proper observation. Subject of observation. Cognitive borders of observation. Creating observational schedule. Evaluation of educational effectiveness. Educational achievement tests and their usage. Types of tests and test items. Qualities of achievement tests. Construction of test. Quantitative analysis of test items. Sociometric method. Description of sociometric method. Sociometric techniques: Moreno's technique, "guess who?", friendliness and aversion poll, range arrangement technique. Description and analysis of sociometric data. Cognitive limitations to sociometric method. Attitude scale and rating scale. Likert scale, Thurston scale, Guttman's scalogram. Types of scales and their usage. Construction of scales. Errors made while evaluation. Sources of errors in evaluation. Analysis of documents. Types of documents. Methods of document analysis. Analysis of works, e.g., essays, diaries, drawings. Dialogue method. Conditions of correctness of dialogue method. Techniques of dialogue. Errors in dialogue method. Biographical method. Description of biographical method. Types of biographical method: monographic method, individual case method. Merits and drawbacks of biographical method.

Recommended reading:

Brzeziński J., Metodologia badań psychologicznych, Warszawa 2003

Dutkiewicz W., Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001

Łobocki M., Metody i techniki badań pedagogicznych, Kraków 2000

Pilch T., Bauman T., Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa 2002

Zaczyński W., Praca badawcza nauczyciela, Warszawa 1995

Group B Basic courses

Code: 12.9-3PESSR-B5-AU1

Auxology

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Andrzej Jopkiewicz

Educational targets: Expand students' knowledge of main health problems of children, youth, as

well as adults and the old. Learn the basic rules of auxological diagnostics.

Contents: Learning the aims and objectives of auxology. Discussing main health problems of Polish society, issues of social diversification of physical development of children and youth in Poland as well as tendencies of transformation, its causes and results. Disorders of growing and maturing as well as selected health problems of the stage of pubescence. Methods of controlling, and norms of children and youth's development, and main rules of diagnostics of development as well as methods of assessment of functional development of human being.

Recommended reading:

Doleżych B., Łaszczyca P. (red.), Biomedyczne podstawy rozwoju z elementami higieny szkolnej, Toruń 2004.

Jopkiewicz A. (red.), Auksologia a promocja zdrowia, Kielce, t.1, 1997, t. 2, 2000, t. 3, 2004.

Jopkiewicz A., Suliga E., Biomedyczne podstawy rozwoju i wychowania, Radom-Kielce 2005.

Kopczyńska-Sikorska J. (red.), Diagnostyka rozwoju dzieci i młodzieży „Biblioteka Pediatri” Nr 12, Warszawa 1980.

Malinowski A., Auksologia. Rozwój osobniczy człowieka w ujęciu biomedycznym, Zielona Góra 2004.

Mięsowicz I. (red.), Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości, Warszawa 2001.

Wolański N., Koziół R. (red.), Ocena rozwoju dzieci w zdrowiu i chorobie, Warszawa 1987.

Code: 14.2-3PESSR-B6-SE2

Sociology of Education

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Maria Sroczyńska PhD

Educational targets: Introduce students to the theoretical foundations of sociological interpretation of phenomena connected with human education. Accustom students to skilful use of sociological texts (mostly use of texts on sociology of education), Develop skills of using sociological knowledge in planning of own research and scientific work.

Contents: Modern educational ideologies. Social structure and education. School selection and its social determination. Functions of educational system in educational processes. Rule of equal educational chances. Treats – borders of realisation of the rules. Education in the process of social change. Development of personality in the process of socialisation. Family as an educational institution. School as an educational environment. Collaboration between a family and school in order to create the common ground for education and upbringing. Cultural institutions in the process of children, youth and adult education. Social and economic determinants of the changes in Polish educational system. Education in Poland after the school reform of 1999.

Recommended reading:

Schulz R. (wybór): Antropologiczne podstawy wychowania, Warszawa 1996

Berger P.L., Luckman T.: Społeczne tworzenie rzeczywistości, Warszawa 1983

Mariański J.: Wprowadzenie do socjologii moralności, Lublin 1989

Meighan R.: Socjologia edukacji, Toruń 1993

Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1970

Code: 05.9-3PESSR-B7-ZPSP1

Selected Problems of Social Pedagogy

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Elżbieta Trafiałek PhD

Educational targets: Introduce students to problems of functioning of different types of educational environment, of social determinants and dysfunctions of various types of social activity. Shape social thinking and understanding the meaning of social dialogue.

Contents: The origins and conditions of establishment of social pedagogy in Poland and the world. Profiles of precursors and representatives of the science. Principles of methodology of social pedagogy and usage of particular research procedure in diagnosing various educational environments. Issues of environmental determinants of educational processes. Analysis of conditions enabling the fulfilment of developmental needs of human being in all stages of life and in various situations. Presenting of wide extra-institutional areas shaping personality and qualities of lives of individuals and social groups, with the particular emphasis on the perspective role of local environment.

Recommended reading:

Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980

Wroczyński R.: Pedagogika społeczna, Warszawa 1985

Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995

Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001

Przeclawska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

Code: 05.6-3PESSR-B8-PRS1

Pedagogy of Correction

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit (blackboard classes) +examination

Language of instruction: Polish

Contents Coordinator(s): Tadeusz Sakowicz PhD

Educational targets: Introduce students to the knowledge of pedagogy of correction as a subdiscipline of special pedagogy. Introduce to main notions, history and various fields of pedagogy of correction. Introduce to the phenomenon of social unadaptability, its etiology and countermeasures. Provide students with knowledge of principles of work of resocialization centres. Describe psychosocial foundations of resocialization. Present foundations of rehabilitative education and the latest methods of rehabilitative actions within the stationary and liberation resocialization. Prepare students to proper conduct of rehabilitative actions using diversified forms of its designing.

Contents: Range, rules and methods of resocialization. Development of resocialization as a science. Phenomenon of social unadaptability – etiology, symptoms, determinants, methods of therapy; psychopathy – determinants, methods of rehabilitation of psychopathic individuals; main resocialization institutions – legal regulations, principles of activity, organisation of selected institutions (Areszt Śledczy, Policyjna Izba Dziecka, Pogotowie Opiekuńcze, Zakład Karny, Sąd d.s. Rodzinnych i Nieletnich, MOPR, Zakład Poprawczy); resocialization and prophylaxis in open environment – foster family, custody, local centres; rehabilitation and therapy of the addicts.

Recommended reading:

Pospiszyl K.: Psychopatia, Warszawa 2000

Pytka L.: Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne i metodyczne, Warszawa 2001

Lipkowski O.: Resocjalizacja, Warszawa 1976

Kalinowski M., Pełka J.: Zarys dziejów resocjalizacji nieletnich, Warszawa 2003

Ostrowska Z., Grecuszkina A.: Praca z indywidualnym przypadkiem w nadzorze rodzinnego kuratora sądowego, Lublin 1999

Code: 12.2-3PESSR-B9-PSKL2

Clinical Psychology

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Irena Pufal-Struzik

Educational targets: Cognitive aim – introduce students to etiology and types of child, youth and adult mental disorders. Practical aim – present teacher's role in prophylaxis of disorders as well as early indication child developmental dissonances to parents (institutions); basic skills in dealing with fearful, aggressive, able, neurotic and ill child. Educational aim – develop proper students' attitude towards the disabled and sick; prepare to self-education in psychological issues of normal functioning of people of different age.

Contents: Notion of health and illness. Selected concepts of mental health. Biopsychical and environmental causes of developmental, neurodynamic, personality, psychotic and behavioural disorders. Symptomatology of selected disorders. Effects of disorders on didactic and social functioning of children and adults. Basics of prophylaxis of disorders determined by the environment, principles of psychotherapy and treatment. Selected law issues concerning dealing with mentally ill people.

Recommended reading:

Bishop G.D.: Psychologia zdrowia, Astrum, Wrocław 2000

Carson R.C., Butcher J.N., Mineka S.: Psychologia zaburzeń, t. 1 i 2, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003

Meyer R.G., Psychopatologia, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002

Popielarska A., Popielarska M.: Psychiatria wieku rozwojowego, PZWL, Warszawa 2000

Rosenhan D.L., Seligman M.E.P.: Psychopatologia, Polskie Towarzystwo Psychologiczne, Warszawa 1994

Code: 05.5-3PESSR-B10-AG2

Andragogics

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Sylwester Scisłowicz PhD

Educational targets: Introduce students to both historic and the latest knowledge of various aspects of functioning of an adult man in the surrounding social reality with the emphasis on the information useful to the students and people they will be collaborating with as practical advice for discovering, taking and continuing the attractive and desirable self-education and self-realisation through the whole life. Introduce students to diagnosis of own problems as well as problems of their contact with other adults, and social problems in general; to constructive foreseeing and solving problems – thus, the main aim of the course is to develop and modify students' knowledge, objectives, skills and abilities necessary to fulfil the above-mentioned operations. Create prosocial and prosubject emotional attitudes. Introduce students to practice of activation methods of adult education.

Contents: Genesis and evolution of andragogics, psychological aspects of functioning of adults and the elder. Subject and objectives of andragogics (adult education) and gerontology. Modern theories of adult education. Methodological dilemmas of andragogics, issues of permanent education. Cultural and educational needs of adults and the elder, and realisation of those needs; philosophical and sociological aspects of adult education. Alienation and self-realisation of the adult. Meaning of self-control, self-appraisal and self-correction, will, freedom and self-responsibility in self-creation, creation of the others and of world in general. Active and functional recognition and presentation of the present and searching for new methods of support the implementation of the adults to life-long self-realisation.

Recommended reading:

Aleksander T., Andragogika, Ostrowiec Św. 2002

Malewski M., Andragogika w perspektywie metodologicznej, Wrocław 1991

Pachociński R., Andragogika w wymiarze międzynarodowym, Warszawa 1998
Pietrański Z., Rozwój człowieka dorosłego, Warszawa 1990
Pólturzycki J., Akademicka edukacja dorosłych, Warszawa 1994
Turowski L., Andragogika ogólna, Warszawa 1999
Wujek T.(red), Wprowadzenie do andragogiki, Warszawa 1996

Group C Major Subjects

Code: 13.9-3PESSR-C11-EE2

Ecological Education

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosława Parlak PhD

Educational targets: Develop ecological consciousness and care for environment; responsibility for own behaviour; broaden the knowledge of ecology; develop necessary skills of taking actions toward protection of environment, shape ability to formulate opinions based on analysis of the evidence and future forecast, understand of the need of balanced development, see connection between individual, social and environmental education, use environment as a source of knowledge, of development of all skills, and of infinite possibilities of learning.

Contents: International ecological recommendations. Ecology as a philosophy and lifestyle. Principles of ecophilosophy. Degradation of inanimate nature – local and global problems. Treats towards living resources of Earth. Development of ecological consciousness. Effectiveness and efficiency of educational process for widening of ecological consciousness.

Recommended reading:

Aleksandrowicz J., Sumienie ekologiczne, Warszawa 1988

Bonenberg K., Etyka środowiskowa, założenia i kierunki, Ossolineum 1992

Cichy D., Przygotowanie młodzieży do ochrony i kształtowania środowiska, Warszawa 1984

Domka L., Kryzys środowiska a edukacja dla ekorozwoju, Poznań 1996

Kalinowska A., Ekologia – wybór przyszłości, Warszawa 1992

Code: 05.9-3PESSR-C12-POWS2

Guardian and Educational Work at School and in Local Environment

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Edyta Laurman–Jarząbek MA

Educational targets: Introduce students to the basics of guardian and educational work at school as well as the cooperation between educators and tutors and school and family supporting institutions. Present the foundations of diagnosing guardian and educational situations at school.

Contents: Theoretical foundations of guardian and educational work. Competence of teacher and tutor in reformed school. Diagnosis of environment of child care and education. Educator's participation in guardian and educational work of school. Threats to modern families. Principles and methods of guardian and educational work. Design of guardian and educational work. Methods of getting to know pupils. Care and education at school – theoretical foundations: statutes and programmes. Forms of providing aid to children in school environment – role of psychological and pedagogical aid, educational and prophylactic activities.

Recommended reading:

Dąbrowski Z., Pedagogika opiekuńcza, Olsztyn 1998.

Jarosz E., Wysocka E., Diagnoza psychopedagogiczna. Podstawowe problemy i rozwiązania, Warszawa 2006

Kamińska U., Zarys metodyki pracy opiekuńczo-wychowawczej w rodzinnych i instytucjonalnych formach wychowania, Katowice 2003

Kotlarska-Michalska: Formy i sposoby realizacji funkcji opiekuńczo – zabezpieczającej w wybranych kategoriach rodzin wielkomiejskich. w: Analiza wybranych funkcji rodzin wielkomiejskich.

Maksymowicz A.: Metodyka pracy opiekuńczo-wychowawczej, Olsztyn 1985

Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, T. I i II, Kielce 2002

Matyjas B. Problemy teorii i praktyki opiekuńczej . Kielce 2005.

Code: 05.9-3PESSR-C13-DEP1

Diagnosis and Evaluation of School Activity

Number of lecture hours: 10 **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mariola Wojciechowska PhD

Educational targets: Support theory and practice of diagnosis in teacher's work. Receive skills of diagnosing; understand the meaning of evaluation as an integral factor in teaching-learning process.

Contents: Educational diagnosis in development of teacher's competence in the period of school reform. Theoretical foundations of diagnosis. Diagnosis as a general-methodological category used both in theory and practice. Three basic elements of pedagogical diagnosis: recognition of a phenomenon, evaluation according to the established standards, and forecast of development. Methods and techniques of educational diagnosis. Evaluation in planning of work of educational institution. Essence and meaning of inner and outer evaluation. Planning of evaluation, stages of planning, conceptualisation of evaluation, contract establishments, arrangements of procedural and organisational plan, methods of publication of evaluation results. Designing of evaluation process: key questions formulation, criteria of evaluation, research methods, determination of research samples, data monitoring, creation of final report.

Recommended reading:

Korporowicz R. (red.), Ewaluacja w edukacji. Warszawa 1997

Lewowicki T., Współczesne wyzwania wobec diagnostyki edukacyjnej-przemiany teleologii oświatowej i pojmowania pedagogiki a szansa rozwoju diagnostyki. (w:) Perspektywy diagnostyki edukacyjnej (red.

Niemierko B., Kowalik E.). Gdańsk 1998

Niemierko B., Kowalik E. (red.), Perspektywy diagnostyki edukacyjnej. Gdańsk 1998

Mizerek H., Ewaluacja w szkole. Olsztyn

Ewaluacja wdrażania reformy systemu edukacji. Materiały seminaryjne. Program Phare-Smart. Warszawa 1999

Sołtys D., Szmigiel M., Doskonalenie kompetencji nauczyciela w zakresie diagnozy edukacyjnej. Kraków 1999

Code: 05.0-3PESSR-C14-ME1

Media in Education

Number of tutorials: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Stefan Krawczyk MA

Educational targets: Introduce students to rules of operation and usage of didactic technical devices; present techniques of using those devices in didactic process; inform students about new media (which have not yet been used in Polish schools or educational institutions); show

possibilities of multimedia computer in didactic process; introduce students to various techniques of making didactic materials to visual and audio-visual presentation, with careful consideration of digital technique.

Contents: Presentation in communication process. Methods and ways of sound recording: analog (magnetic and mechanical) and digital (compact disc, MiniDisc). Analog systems of recording of television signal (VHS, SVHS, Hi-8). Digital systems of recording of television signal (mini DV, digital-8, DVD, DVD+RW). Digital recording of static image in computer (photo-CD) and in digital camera (memory card - Memory Stick, SD, CF). DVD – digital high-definition recording of audio and video files. Home cinema - Dolby Prologic, Dolby Digital, DTS. Multimedia projectors - LCD, DLP, CRT. Multimedia computer usage to making didactic materials: video montage, audio-visual presentations, designing and printing of transparencies.

Recommended reading:

Gajda J., Juszczak S., Siemieniecki B., Wenta K., Edukacja medialna, Toruń 2002

Goban-Klas T., Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu, Warszawa 1999

Łasiński G., Sztuka prezentacji, Poznań 2000

Bogaj A., Kwiatkowski S.M., Infrastruktura medialna szkół, Warszawa 2000

Kwartalnik "Edukacja medialna"

Code: 12.7-3PESSR-C15-PZSS1

Health Promotion in School and Local Environment

Number of lecture hours: 15, **number of blackboard classes:** 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Bożena Zawadzka PhD

Educational targets: Increase students' interest in health problems and support their actions within the scope of identification and solution of own health problems, improvement of own health, and of individual and social development, as well as health care of the others and creation of healthy physical and social environment. Prepare future teachers and educators to teach the education path of Health Education in reformed school on every level of education, as well as working with other social groups in scope of health education.

Contents: Health as the essential notion of health education. Main health problems and methods of prophylaxis. Theoretical and methodological bases of health education. Health promotion. Personal and environmental hygiene. Safety – accidents, injuries and poisoning prevention. Balanced diet. Physical activity. Selected aspects of mental health. Selected aspects of human sexuality. Psychoactive substances usage. In educational contents of the course the main emphasis is put on positive health and issues directly concerning students – young people, who are the main group of addressees of the course.

Recommended reading:

Charzyńska-Gula M., (red.), Środowiskowy program wychowania zdrowotnego w szkole podstawowej i ponadpodstawowej, Lublin 1997

Demel M., Pedagogika zdrowia, Warszawa 1980

Woynarowska B., Sokołowska M., Jak tworzymy szkołę promującą zdrowie, Warszawa 1993

Woynarowska B., Zdrowie i szkoła, Warszawa 2000

Karski J. B., Promocja zdrowia, Warszawa 1995

Group D Specialised Courses

Subject to select:

Code: 05.9-3PESSR-D16-PWNP1

Foundations of Innovative Teaching Methods

Number of lecture hours: 5, number of blackboard classes: 10

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. Zdzisław Ratajek, Małgorzata Kwaśniewska PhD

Educational targets: Present scientific (methodological, philosophical and technological) innovative processes in various fields of science and practice. Present social conditions and trends of development of mankind in the perspective of the 21st century. Present new challenges of pedagogy. Need of teachers' collaboration in a direct contact with the subject of education in order to create pedagogy. Develop students' activity and show the areas where there is a special need for innovative teaching.

Contents: Innovation, essence of innovation, basic notions, progressive processes of pedagogy in the 21st century, psychological bases of creativity in the light of psychodynamic, behavioural, and humanistic orientation, and philosophical bases of creativity in: Positivism, Phenomenology, Personalism; postmodernist philosophical perspective and problems of modern education. Teacher's self-consciousness. New areas of pedagogical reflection. Modern understanding of practice.

Recommended reading:

Bauman Z., *Wieloznaczność nowoczesna nowoczesność wieloznaczna*, Warszawa 1995

Giza T., *Przygotowanie studentów do twórczej pracy pedagogicznej*, Kielce 1999

Szuksta M., Mendel M., *Współczesne tendencje w nauczaniu inspirowane metodami M. Montessori*, C.

Freineta, R. Steinera, Płock 1995

Russakowska D., *W stronę edukacyjnego dyskursu nowoczesności*, Warszawa 1995

Gordon T., *Wychowanie bez porażek*, Warszawa 1997

Code: 05.9-3PESSR-D17-DPOW1

Diagnosis of Guardian and Educational Needs

Number of lecture hours: 5, number of blackboard classes: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s):

Educational targets: Introduce students to theoretical foundations of pedagogical diagnosis, arouse students' curiosity of diagnostic processes in order to know pupils' guardian and educational needs, introduce students to guardian and educational workshop in selected institutions (methods, forms and principles of work), accustom students to regular self-education in order to discover and search for new solutions for work with pupils.

Contents: Pedagogical diagnostics as a science – connections with other fields of science. Objectives of guardian and educational institutions in organisation of school education and mental development of children and youth. Methods, forms and principles of work of guardian and educational institutions. A pupil and a teacher in guardian and educational institution. Organisational structure and rules of creation of groups.

Recommended reading:

Dąbrowski Z., *Pedagogika opiekuńcza w zarysie*, Olsztyn 1998

Janowski A., *Uczeń w teatrze życia szkolnego*, Warszawa 1989

Lepalczyk I., Badura J. (red.), *Elementy diagnostyki pedagogicznej*, Warszawa 1987

Maksymowicz A., *Pedagogika opiekuńcza*, Olsztyn 1990

Maksymowicz A., *Metodyka pracy opiekuńczo-wychowawczej*, Olsztyn 1985

Code: 05.9-3PESSR-D18-WPPT2

Workshop of Educator-Therapist

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Introduce students to issues of pedagogic-therapist. Introduce students to organisation, principles and planning of therapeutic work conducted by a teacher. Teach planning and designing therapeutic programmes. Introduce to self-education in searching new solutions in therapeutic work. Present tools and techniques used in pedagogical therapy.

Contents: Theoretical issues of therapeutic and educational actions. Issue of pedagogical therapy and its place and meaning in educational process. Principles of pedagogical therapy. Organisation and stages of therapeutic work. Planning and realisation of activities, and designing of methodological unit. Methods of designing of corrective-compensatory programmes.

Recommended reading:

Czajkowska I., Herda K., Zajęcia korekcyjno-kompensacyjne w szkole, Warszawa 1996

Gąsowska T., Stębowska-Pietrzak Z., Praca wyrównawcza z dziećmi mającymi trudności w czytaniu u pisaniu, Warszawa 1994

Gruszczyk-Kolczyńska E., Dzieci ze specyficznymi trudnościami w uczeniu się matematyki, Warszawa 1994

Kaja B., Zarys terapii dziecka, Bydgoszcz 1995

Pilecki J., Winzer M. A., Problemy edukacji i rewalidacji dzieci niepełnosprawnych, Kraków 1995

Pileccy W. i J. (red.) Stymulacja psychoruchowego rozwoju dzieci o obniżonej sprawności umysłowej, Kraków 1995

Code: 14.4–3PESSR–D19–PSNS1

Psychology of Social Unadaptability

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit with grade

Contents Coordinator(s): Jolanta Szczurkowska PhD

Educational targets: Learn psychological causes and mechanisms of development of behavioural disorders.

Contents: Introduce students to selected concepts of social unadaptability. Symptoms of social unadaptability: school failures, truancy and escapes from home – causes, specificity and results; aggression – mechanisms and functions of aggressive behaviour; suicide – motives suicidal syndrome, types of suicide, specificity of child suicide; drug addiction – types of addiction, motives, factors of hazard, types of future drug addicts' families, consequences of addiction, selected psychocorrective methods; nicotine – starting smoking, model of smoking regulation, influence of environment and stress on smoking, giving up smoking and returning to smoking; alcoholism – motives and models of drinking, alcoholic intoxication, stages of addiction, symptoms and etiology of alcoholism, consequences and methods of curing alcoholism; sects and subcultures – types of sects, recruitment and life in a sect, control of consciousness and forms of taking control, consequences of participation in a sect, causes and mechanisms of functioning in subcultures that propagate destructive ideas and lifestyle. Types of social unadaptability: delinquent behaviour – typology, types of criminals and their self-image, prostitution; causes of delinquent behaviour; neurotic behaviour – main notions, K Horney's etiology of neuroses, H J Eysenck's concept of neurotic behaviour; psychopathic behaviour – symptoms, causes, structure of psychopathic personality, genesis of psychopathic qualities, biological determinants of psychopathic behaviour.

Recommended reading:

Cekiera C.: Ryzyko uzależnień, Towarzystwo naukowe KUL, Lublin 1994

Hassan S.: Psychomanipulacja w sektach, Wydawnictwo „Ravi”, Łódź 1997

Pospiszyl K.: Psychopatia. Istota, przyczyny i sposoby resocjalizacji antysocjalności, 1985

Pospiszyl K., Żabczyńska E.: Psychologia dziecka niedostosowanego społecznie, PWN, Warszawa 1985.

McWhirter J. J., McWhirter B. T., McWhirter A. M., McWhirter E.H.: Zagrożona młodzież, Państwowa

Code: 14.2-3PESSR-D20-SR1

Sociology of Family

Number of lecture hours: 5 **number of blackboard classes:** 10

Assessment: credit with grade

Contents Coordinator(s): M Sroczyńska PhD

Educational targets: Sensitise students to family problems in comparison with social changes.

Contents: Subject and history of sociology of family; definition, scope, notion, aims and objectives. Family as the basic environment of human life. Family crisis and social crisis. Values in a process of family education. Sociology of family and mass culture. Family as the main environment of preparation people to perform social roles. Prospects for a Polish family.

Recommended reading:

Adamski F., Socjologia małżeństwa i rodziny, Warszawa 1982

Ehrlich S., Dynamika norm. Podstawowe zagadnienia wiążących wzorów zachowań, Warszawa 1994

Griese H. M., Socjologiczne teorie młodzieży, Kraków 1996

Roczniki Socjologii Rodziny, Poznań 1999-2001

Code: 05.9-3PESSR-D21-PPRS1

Legal Foundations of Social Rehabilitation and of Child Care and Family Care

Number of lecture hours: 5, **number of blackboard classes:** 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Agata Wiśniowska MA

Educational targets: Introduce students to possibilities of help victims of violence within the family.

Contents: Crimes against the family. Judicial proceedings in cases of child care. Penal systems. Classification of convicts. Differences between various types of penal institutions: maximum-security institutions to open prisons.

Recommended reading:

Stańdo-Kawecka B, Prawne podstawy resocjalizacji, Zakamycze 2000

Pospiszyl I., Razem przeciwko przemocy, Warszawa 1999

Pospiszyl I., Resocjalizacja, Warszawa 1998

Zmarzlik J., Piwnik E., Dziecko pod parasolem prawa, Warszawa 1999

Code: 05.6-3PESSR-D22-PARS2

Social Pathology and Methods of Social Rehabilitation

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Rev. Prof. Dr habil. Jan Śledzianowski, Marta Wilk PhD

Educational targets: Introduce students to Social Pathology as a science. Place of Social Pathology among other disciplines, such as: sociology, psychology, psychiatry, and pedagogy of correction. Sources of social pathology, new phenomena of social pathology deriving from social and political transformation as well as globalisation. Social prophylaxis and social rehabilitation as forms of countermeasures against social pathology.

Contents: Social Pathology as a science. Determinants of social pathologies. Introduction to theory

and notions of modern social pathologies. Abnormalities and disturbances that pose a threat to modern people (e.g., crisis of values, debasement of moral values, growing hostility, lack of sense of security, difficulties in fulfilment of material and psychosocial needs, social callousness, social solitude of a modern man). Introduction to individual forms of social pathologies, which have always concerned people, such as: addiction to toxic substances, crime, prostitution, suicide, aggression, and poverty. Presenting the other forms of social pathologies, which appeared while development of civilisation, e.g., television addiction, internet addiction, shopping addiction, workaholism; unemployment. Countermeasures against social pathology.

Recommended reading:

J. Śledzianowski, Uzależnienia wśród młodzieży szkolnej, Wyd. Akademii Świętokrzyskiej, Kielce 2004.

J. Śledzianowski, Wychowanie wobec przemocy, Wyd. Karad, Kielce 2004.

W służbie dziecku, Tom I; II; III, pod red. J. Wilka, Wyd. KateDry Pedagogiki Rodziny KUL, Lublin 2003.

Uwarunkowania i wzory marginalizacji społecznej współczesnej młodzieży, pod red. Wł. Kubika i B.

Urbana, Wyd. „Ignatianum” Uniwersytetu Jagiellońskiego- Instytut Pedagogiki, Kraków 2005.

Zjawiskowe Formy patologii społecznych oraz profilaktyka i resocjalizacja współczesnej młodzieży, pod red. T. Sołtysiak i J. Sudar- Malukiewicz, Wyd. Akademii Bydgoskiej, Bydgoszcz 2003.

I. Pospiszyl, Ofiary chroniczne, Wyd. Akademii Pedagogiki Specjalnej, Warszawa 2003.

Cz. Cekiera, Ryzyko uzależnień, Wyd. Towarzystwo Naukowe KUL, Lublin 1994.

Zagrożenia w wychowaniu i socjalizacji młodzieży oraz możliwości ich przewycięzania, pod red. T. Sołtysiak, Wyd. Akademii Bydgoskiej, Bydgoszcz 2005.

J. J. McWhirter i inni, Zagrożona młodzież, Wyd. PARPA, Warszawa 2001.

Code: 05.9-3PESSR-D23-FKI1

Forms of Interpersonal Communication

Number of blackboard classes: 10

Assessment: credit with grade

Contents Coordinator(s): Elżbieta Szczepaniak MA

Educational targets: Understand essence and determinants of interpersonal communication process. Be able to analyse own and other people's actions in order to communicate successfully. Know and use in practice the main principles of negotiational model of solving problems in interpersonal communication.

Contents: Role of communication in interpersonal relations. Processes of communication. Forms of interpersonal communication. Borders of successful communication. Communication in difficult situations. Effective listening.

Recommended reading:

Glass L., Toksyczni ludzie, Warszawa 1998

Hammer H., Rozwój umiejętności społecznych. Jka skutecznie dyskutować, współpracować, Warszawa 1999

Król-Fijewska M., Trening asertywnosci, Warszawa 1993

Necki E., Komunikacja interpersonalna, Warszawa 1996

Code: 05.0-3PESSR-D24-MPW1

Media vs. Educational Problems of Children and Youth

Number of blackboard classes: 10

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Tadeusz Matuszak MA

Educational targets: Introduce students to issues connected with social media, understanding media in modern world, as well as influence of media on issues of children and youth education.

Contents: Introduction to problems of functioning of media, gaining skills to perceive and transfer

press releases, radio announcements and news in television, film and the Internet. Influence of media on various aspects of children and youth lives. Collecting materials for critical analysis of information announcements. Contrastive analysis of selected pieces of information from radio and television. Techniques of persuasion used in advertising.

Recommended reading:

Berezowski O., Rola edukacji medialnej w kształceniu kompetencji nauczycielskich, Kraków 2003

Dylek S., Edukacja medialna w szkole. O mediach, przez media dla mediów, Poznań 1997

Goban-Klas T., Edukacja wobec pokolenia SMS-u, Poznań 2002

Morbitzer J., Technologia kształcenia. Przetwarzanie informacji. Komunikowanie, Poznań 1990

Sajda J., Media w edukacji, Kraków 2002

Strykowski A., Media w kulturze, nauce i w oświacie, Tranów 1996

Code: 05.6-3PESSR-D25-MDR1

Methodology of Corrective-Compensatory Work

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Mirosław Babiarz PhD

Educational targets: Prepare students to work with pupil with specific learning difficulties; arouse students' curiosity about searching own methods of corrective-compensatory work in didactic process of dealing with child with specific learning difficulties. Accustom students to regular self-education in searching and discovering new solutions in work with children with specific learning difficulties.

Contents: Theoretical bases, objectives, principles, methods and forms of corrective-compensatory work; description of organisation and conduct of corrective-compensatory activities, objectives of corrective-compensatory activities; corrective-compensatory workshop; selected methods and exercises used in work with pupil with specific difficulties, improving main perceptual and motor functions; planning and designing of corrective-compensatory activities.

Recommended reading:

Czajkowska I, Herda K., Zajęcia korekcyjno-kompensacyjne w szkole, Warszawa 1996

Gruszczyk-Kolczyńska E., Dzieci ze specyficznymi trudnościami w uczeniu się matematyki, Warszawa 1994

Kaja B., Zarys terapii dziecka, Bydgoszcz 1995

Pileccy W. i J.(red.), Stymulacja psychoruchowego rozwoju dzieci o obniżonej sprawności umysłowej, Kraków 1995

Szurmiak M., Podstawy reedukacji uczniów z trudnościami w czytaniu i pisaniu, Warszawa 1987

Code: 05.9-3PESSR-D26-PASK2

Programmes of Social and Cultural Activities in Local Environment

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Lidia Świeboda – Toborek MA

Educational targets: Introduce students to theoretical and practical foundations of designing and realising of programmes of social-cultural animation. Define social context of actions for development of social-cultural life in the local environment. Present the examples of realised projects – objectives, functions, contents and methods of realisation. Training in skills of designing projects of social-cultural animation.

Contents: Theoretical foundations of social-cultural animation. Introduction to knowledge of

culture – analysis of selected concepts of culture. Modern man's needs – a man as a creator and a product of culture. Social and psychological determinants of participation in culture. Changes in individual's approach to realisation of social tasks. Determinants of joining the civil programmes. Institutions of civil society. Legal foundations of functioning of non-governmental organisations, regulations and practical advice. Nonprofit and voluntary organisations – support for the development of civil society. Analysis of functioning of selected associations and foundations – role in social change. Animation project. Stimulating methods in prophylaxis. Animation methods and techniques in project work. Rules of presentation of projects of the activities.

Recommended reading:

Fromm E., Zdrowe społeczeństwo

Ilczuk D., Sektor nonprofit w kulturze. Analiza instytucjonalno-finansowa fundacji i stowarzyszeń.

Braun-Gałkowska B., Gutowska A., W tę samą stronę

Drucker P. F., Zarządzanie organizacją pozarządową. Teoria i praktyka

Fatyga B., Dzicy z naszej ulicy. Antropologia kultury młodzieżowej.

Janion M., Czy będziesz wiedział co przeżyłeś.

Leś E., Organizacje społeczne. Studium porównawcze.

Nocuń A.W. (red.), Organizacja pozarządowe. Projektowanie, współdziałanie i współpraca.

Osiatyński W., Rzeczpospolita obywateli

Riesman D., Samotny tłum.

Świątkiewicz G. (red.), Profilaktyka w środowisku lokalnym.

Maisto S. A Galizio, M., Connors G. J., Uzależnienia, zażywanie i nadużywanie.

Hawkins J.D., Netherhood B., Podręcznik ewaluacji programów profilaktycznych.

Code: 05.9-3PESSR-D27-DTU2

Diagnosis and Therapy of Addictions

Number of lecture hours: 10, **number of blackboard classes:** 10

Assessment: credit (blackboard classes)+examination

Language of instruction: Polish

Contents Coordinator(s): Rafał Łoś MD

Educational targets: Introduce knowledge of essence of addictions, characteristic symptoms, and scale of the problem. Present prophylactic possibilities; diagnosis of hazardous behaviour, especially among youth; and possibilities to receive the specialist help.

Contents: General description of the phenomenon of addiction; detailed description of the most common types of addiction (alcoholism, drug addiction, and nicotineism) and of new types of addiction (computer and the Internet addictions, workaholism). Therapy of addictions, with emphasis on the role of family in healing process, and the phenomenon of co-dependence. Prophylactic models and their use while dealing with the youth.

Recommended reading:

Kinney J., Leaton G., Zrozumieć alkohol, PARPA 1996

Davies T., T.K.J.Craig, ABC zdrowia psychicznego, BMJ Books 1998

Lowe G., D.R.Foxcroft, D.Sibley "Picie młodzieży a style życia w rodzinie" PARPA 2000

Dziewięcki M., Integralna profilaktyka uzależnień w szkole Rubikon

Mazur J., Wpynarowska B., Kowalewska A., Zdrowie młodzieży szkolnej w Polsce. Palenie tytoniu, UW Warszawa 2000

Code: 05.9-3PESSR-D28-ZTAT1

Assertiveness and Creativity Training

Number of blackboard classes: 15

Assessment: credit

Contents Coordinator(s): Marzanna Kosteczka-Biskupska MA

Educational targets: Introduce students to the main notions connected with assertiveness, prepare them to effective use of their assertive rights, equip them with skills connected with the art of being assertive, prepare students to solving problems in creative ways, and develop interpersonal skills.

Contents: Assertiveness and creativity training – main notions. Protection of one's rights in social situations. Expressing individual opinions and beliefs. Making comments in an open forum. Assertive reaction on one's sense of guilt or harm. Methods and techniques of stimulation of creative thinking. Effectiveness of creativity training. Development of fluency, flexibility and originality of divergent thinking.

Recommended reading:

Alberti R. Emmons M., Asertywność, Gdańsk 2001

Lindenfiled G., Asertywność, czyli jak być otwartym, skutecznym i naturalnym, Łódź 1995

Ferguson J., Asertywność doskonała, Poznań 2001

Surowiec B., Machnik M., Kształtowanie umiejętności pracy z grupą szkoleniową. Program Nowa Szkoła Zawodowa. Warszawa 2001

Forms and Methods of Art Therapy

Courses to select /two/ (2x15 h)

-Music Therapy

-Fine Arts in Therapy

-Bibliotherapy

-Physical Therapy and Recreation

Code: 03.2-3PESSR-D29-WM2

Music Therapy

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Izabela Dębicka PhD

Educational targets: Introduce basic knowledge of theoretical foundations of music therapy as a main condition of conscious, directed and effective therapeutic work with children in preschool and early school age. Present methodological foundations of use of music therapy during music classes in preschool and early school education. Accustom students' to permanent improvement of therapeutic workshop, shape selected personal qualities, skills and attitudes necessary in therapeutic work.

Contents: Music therapy in pedagogical therapy – theoretical foundations. Meaning of music therapy in health prophylaxis and psychomotor improvement of children in preschool and early school age, with various developmental dissonances. Methodology of music therapy during music lessons in kindergartens and schools.

Recommended reading:

Janiszewski M., Muzyka w profilaktyce, leczeniu i rehabilitacji, Łódź 1998

Kierył M., Mobilna rekreacja muzyczna, Warszawa 1995

Kuński H., Janiszewski M., Muzykoterapia w promowaniu zdrowia, Łódź 1998

Lewandowska K., Muzykoterapia dziecięca, Gdańsk 1996

Natanson T., Wstęp do nauki o muzykoterapii, Wrocław 1979

Code: 03.1-3PESSR-D29-WP2

Fine Arts in Therapy

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Anna Stawecka MA

Educational targets: Prepare students to conduct art classes in kindergarten and primary school. Introduce students to the foundations of art therapy. This preparation should include development of future teachers' creative skills and manual dexterity as well as introduction to proper actions not only toward normally developing children, but also toward children with different kinds of behavioural disorders and educational difficulties.

Contents: Methodology of art education in preschool and early school education, psychology of children's artistic work, selected issues of theory and history of fine arts and art therapy, artistic activity within basic disciplines (drawing, painting, sculpture, graphic arts, scenography), basic methods of usage fine arts in therapy.

Recommended reading:

Gloton R., Cero C., Twórcza aktywność dziecka, Warszawa 1985

Lowenfeld V., Brittain W. L., Twórczość a rozwój umysłowy dziecka, Warszawa 1997

Oster G. D., Gould Twórczość., Rysunek w psychoterapii, Gdańsk 2001

Piszczek M., Terapia zabawą terapia przez sztukę, Centrum Metodyczne Pomocy psychologiczno – Pedagogicznej, Warszawa 2002

Popek S. (red.), Metodyka zajęć plastycznych w klasach początkowych, Warszawa 1987

Popek S., Analiza psychologiczna twórczości plastycznej dzieci i młodzieży, Warszawa 1985

Code: 16.1-3PESSR-D29-WT2

Physical Therapy and Recreation

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Małgorzata Markowska PhD

Educational targets: Present the role and place of motion games and other forms of physical activity in realisation of health-serving tasks, development of physical fitness and utilitarian forms of motion. Equip students with specific store of games and exercises to fulfil improving, informing, model-shaping and hedonistic-recreational functions. Show needs and possibilities of use various motion activities in out-of class and out-of-school activities, in corrective therapy, and in recreation. Introduce basic facts of methodology, systematics and organisation corrective and recreational activities.

Contents: Selected issues of posture correction. Meaning of motion exercises in reduction of developmental dissonances and dissonances. Supporting, stimulating and correcting pupil's development through the active participation in different forms of motion activities. Examples of games stimulating development and psychomotor dexterity as well as developing utilitarian skills. Examples of games and dance forms releasing creative expression, shaping sense of rhythm, harmony and aesthetics of movement. Health and educational functions of mid-class and inter-class recreation. Out-of-class and out-of-school forms of physical recreation.

Recommended reading:

Bielski J., Wychowanie fizyczne w klasach I-III. Etap I. Kształcenie zintegrowane, Warszawa 1998

Bondarowicz M., Zabawy, gry na cztery pory roku-lato, jesień, zima, wiosna, Warszawa 1996

Kutzner-Kozińska M, Właźnik K., Gimnastyka korekcyjna dla dzieci 6-10 letnich, Warszawa 1988

Sulisz S., Wychowanie fizyczne w kształceniu zintegrowanym, Warszawa 2000

Trzeźniowski R., Gry i zabawy ruchowe, Warszawa 1997

Code: 08.9-3PESSR-D29-WB2

Bibliotherapy

Number of blackboard classes: 15

Assessment: credit with grade

Language of instruction: Polish

Contents Coordinator(s): Barbara Borowiec MA

Educational targets: Equip students with knowledge and skills necessary to use of literature in order to shape proper attitude towards illness and disability; to boost pupils' self-esteem; to help healthy children and adults to solve various psychological, social and economic problems treated as a challenge, not a treat, by the use of carefully selected texts; to correct disturbed relations in a family, peer group, and environment; to teach self-reflection and respect for the suffering and unhappiness of the others; to shape protective attitude towards the younger, weaker and the old; to accustom to self-education in searching for new solutions in bibliotherapeutic work; and to broaden the knowledge of the literature covering the problems of illness, disability, social unadaptability etc.

Contents: Theoretical bases of bibliotherapy. Organisation and conduct of bibliotherapeutic process. Realisation of selected programmes and models of dealing with disabled children. Therapeutic effect of literature. Poetry for children and youth and its place in bibliotherapy on the basis of works by: J Brzechwa, J Tuwim, Rev. J Twardowski, D Wawiłow and H Poświatowska.

Recommended reading:

Borecka I., Biblioterapia nowa szansa książki, Olsztyn 1992

Borecka I., Ippold L., Co czytać by łatwiej radzić sobie w życiu czyli wprowadzenie do biblioterapii,

Borecka I., Biblioterapia. Teoria i praktyka, Warszawa 2001

Mamot B., Problemy osób niepełnosprawnych w literaturze polskiej i zagranicznej, Toruń 1989

Molicka M., Bajkoterapia. O lękach dzieci i nowej metodzie terapii, Poznań 2002

Code: 05.9-3PESR-D30-WMO2

Monographic Lecture

Number of lecture hours: 10

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): suggested by the Director

Educational targets: Broaden students' pedagogical knowledge within specific pedagogical subdisciplines on the basis of the latest results of research.

Contents: Contents of lectures are determined by research interests of lecturers (senior academic teachers) and by achievement of the science, taking into consideration students' needs within the chosen specialisation area.

Recommended reading:

Depends on the contents

Code: 05.9-3PESSR-D31-SEM2

MA Seminar

Number of blackboard classes: 80

Assessment: credit

Language of instruction: Polish

Contents Coordinator(s): Prof. Dr habil. I Szypułowa

Educational targets: Prepare student to write Master thesis and get Master's degree in field of Pedagogy. Students ought to display their skills in using knowledge of methodology of scientific research and educational practice in their own research projects. The aim of the course is to develop students' critical and creative attitude toward educational problems.

Contents: Stages of pedagogical research programme. Model of investigated phenomena in the light of curricular and critical survey of literature. Problems and hypotheses in pedagogical research. Gathering, selecting, analysing and interpreting of research results. Academic language and style.

Recommended reading:

Rudniański J., O dobrym kształceniu i o wychowaniu, Warszawa 1990

Dutkiewicz W., Prac magisterska z pedagogiki, Kielce 1996

Spionek H., Rozwój i wychowanie małego dziecka, Warszawa 1972

Węglińska M., Jak pisać pracę magisterską, Kraków 1997

Łobocki M., Wprowadzenie do metodologii badań pedagogicznych, Katowice 1972