



INFORMATION PACKAGE ECTS

SWIETOKRZYSKA ACADEMY
INSTITUTE OF PEDAGOGY AND PSYCHOLOGY
Krakowska 11, 25 – 029 Kielce
tel. (041) 349 67 25 e-mail: iped@pu.kielce.pl

Editor:
Ewa Kula

Translation from Polish:
Katarzyna Sidło

Kielce 2006

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INSTITUTE OF PEDAGOGY AND PSYCHOLOGY

Krakowska 11, 25-029 Kielce
tel. +48 41 (prefix) (tel./fax) 349-67-25; 349-67-80
e-mail: iped@pu.kielce.pl

Director: Prof. PhD Zdzisław Stoliński

Deputy Director for Research: Prof. PhD Bożena Matyjias

Deputy Director for Teaching: Justyna Dobrołowicz PhD

Institute ECTS Coordinator: Ewa Kula PhD

FIELDS OF STUDY:

PEDAGOGY (three- year, full-time)

- Re-Education and Social Prophylaxis;
- Revalidation and Pedagogical Therapy;
- Tutelary and Social Work Pedagogy;

As from the second year a Master's programme in the mentioned-above specialisations is continued .

PEDAGOGY (five-year, one-cycle, part-time Master's programme)

- Re-Education and Social Prophylaxis;
- Revalidation and Pedagogical Therapy;
- Tutelary and Social Work Pedagogy;

PEDAGOGY (two-year, supplementary Master's programme)

- Re-Education and Social Prophylaxis;
- Revalidation and Pedagogical Therapy;
- Tutelary and Social Work Pedagogy;
- General Pedagogy

INSTITUTE STRUCTURE (DEPARTMENTS AND ACADEMIC STAFF)

Director: Prof. PhD. Zdzisław Stoliński

Deputy Director for Research: Prof. PhD Bożena Matyjas

Deputy Director for Teaching: Justyna Dobrołowicz PhD

Administrative staff:

Jadwiga Gac –specialist
Beata Chuma MA – technical worker
Joanna Wilczyńska MA – department manager
Wiesława Zasada MA – specialist

Institute Council:

Prof. PhD. A. Bogaj, Prof. PhD W. Dróżka, Prof. PhD Henryk Cudak, Prof. PhD. B. Matyjas, Prof. PhD. W. Pilecka, Rev. Prof. PhD J. Śledzianowski, J. Biata PhD, Prof. PhD. Irena Pufal-Struzik, W. Firlej PhD, A. Kieszowska PhD, H. Mielicka PhD, M. Stąpór PhD, Prof PhD Z. Stoliński, Prof PhD E. Trafiałek, B. Walasek PhD, Justyna Dobrołowicz PhD..

DEPARTMENT OF VOCATIONAL EDUCATION:

Head: *Prof. PhD Zdzisław Stoliński*

Tenured professors: Prof. PhD Henryk Budzeń

Prof. PhD. Zdzisław Stoliński

Reader: Sylwester Scisłowicz PhD

Assistant: Małgorzata Krawczyk PhD

DEPARTMENT OF METHODOLOGY OF EDUCATIONAL RESEARCH:

Head: *Prof. PhD Andrzej Bogaj*
Tenured professor: *Prof. PhD hab. Andrzej Bogaj*
Readers: *Małgorzata Bogaj PhD*
Teresa Giza PhD
Assistants: *Iwona Białas MA*
Tomasz Łączek MA
Aneta Pańtak-Klimkiewicz MA

DEPARTMENT OF GENERAL PEDAGOGY AND THEORY OF EDUCATION

Head: *Prof. PhD Henryk Cudak*
Tenured professor: *Prof. PhD. Henryk Cudak*
Readers: *Justyna Dobrołowicz PhD*
Małgorzata Kaliszewska PhD
Barbara Klasieńska PhD
Małgorzata Strzelec PhD
Małgorzata Wasilewska PhD
Assistants: *Zofia Okraj MA*
Anna Przygoda MA
Justyna Sikora MA
Technical/educational worker: *Beata Chuma MA*

DEPARTMENT OF SOCIAL PEDAGOGY AND SOCIAL WORK

Head: *Prof. PhD. Bożena Matyjas*
Tenured professor: *Prof. PhD. Bożena Matyjas*
Readers: *Jolanta Biała PhD*
Renata Stojecka-Zuber PhD
Assistants: *Paulina Forma MA*
Patrycja Hanyga-Janczak MA
Małgorzata Wolska-Długosz MA

DEPARTMENT OF SOCIOLOGY OF EDUCATION AND SOCIAL POLICY

Head: *Prof. PhD Elżbieta Trafiałek*
Tenured professor: *Prof. PhD Elżbieta Trafiałek*
Readers: *Agata Chabior PhD*
Witold Janocha PhD
Andrzej Kościółek PhD
Małgorzata Porąbaniec PhD
Halina Mielicka PhD
Sylwester Scisłowicz PhD
Maria Sroczyńska PhD
Assistants: *Jacek Szkurlat MA*
Wioletta Szumilas MA

DEPARTMENT OF PEDEUTOLOGY

Head: *Prof. PhD Wanda Dróżka*
Tenured professor: *Prof. PhD. Wanda Dróżka*
Assistants: *Justyna Miko-Giedyk MA*
Renata Mischczuk MA

DEPARTMENT OF SOCIAL PROPHYLAXIS AND SOCIAL REHABILITATION

Head: *Rev. Prof. PhD Jan Śledzianowski*
Tenured professor: *Rev. Prof. PhD. Jan Śledzianowski*
Readers: *Anna Kieszkowska PhD*
Elżbieta Lisowska PhD
Tadeusz Sakowicz PhD
Marta Wilk PhD
Krzysztof Gąsior PhD
Krzysztof Linowski PhD
Assistants: *Beata Łyżwa MA*
Katarzyna Potaczała MA
Monika Wojtkowiak MA

DEPARTMENT OF PSYCHOLOGY

Head: *Prof. PhD Irena Pufal-Struzik*
Tenured professor: *Prof. PhD Irena Pufal-Struzik*
Readers: *Paweł Biłous PhD*
Aleksander Gorbatkow PhD
Dariusz Kuncewicz PhD
Agnieszka Mazur PhD
Jolanta Szczurkowska PhD
Assistants: *Adrian Kurcbart MA*
Agnieszka Lasota MA
Monika Majewska MA
Laura Miklaszewska-Franasik MA
Justyna Mróz MA

DEPARTMENT OF REVALIDATION AND PEDAGOGICAL THERAPY

Head: *Prof. PhD Władysława Pilecka*
Tenured professor: *Prof. PhD. Władysława Pilecka*
Readers: *Karol Bidziński PhD*
Alicja Giermakowska PhD
Maria Stąpór PhD
Bogumiła Witkowska PhD
Paweł Kurtek PhD
Senior lecturer: *Mirostaw Rutkowski PhD*
Assistants: *Izabela Antos MA*
Anna Ozga MA

Małgorzata Pietrzekiewicz MA

**DEPARTMENT OF USE OF INFORMATION AND COMMUNICATION
TECHNOLOGY IN EDUCATION**

Head: *Prof. PhD Jerzy Stamirowski*

Tenured professors:

Prof. PhD Jerzy Stamirowski

Readers: *Ryszard Błaszkiwicz PhD*

Daria Filatowa PhD

Barbara Walasek PhD

INDEPENDENT DIVISION OF HISTORY AND ORGANIZATION OF EDUCATION

Head: *Stanisław Majewski PhD*

Readers: *Waldemar Firlej PhD*

Danuta Krześniak-Firlej PhD

Ewa Kula PhD

Stanisław Majewski PhD

Marżena Pękowska PhD

Małgorzata Stawiak-Ososińska PhD

RECRUITMENT 2006/2007

Course, major and type of studies	Recruitment
PEDAGOGY	
Full-time, first-cycle	
Tutulary and Social Work Pedagogy	High School Diplomas -Polish, -history/ biology/ social science
Re-Education and Social Prophylaxis	High School Diplomas -Polish, -history/ biology/ social science
Revalidation and Pedagogical Therapy	High School Diplomas -Polish, -history/ social science
Part-time, full-cycle Master's programme	
Tutulary and Social Work Pedagogy	High School Diplomas -Polish, -history/ biology
Re-Education and Social Prophylaxis	High School Diplomas -Polish, -history/ biology/ social science
Revalidation and Pedagogical Therapy	High School Diplomas -Polish, -history/ biology
Part- time, second-cycle	
Tutulary and Social Work Pedagogy (for graduates from the same or similar major)	Degree certificates competition (in case of equal notes an interview – discussion about contemporary pedagogy)

	problems- will be decisive)
Re-Education and Social Prophylaxis (for graduates from the same or similar major)	Degree certificates competition (in case of equal notes an interview – discussion about contemporary pedagogy problems- will be decisive)
Revalidation and Pedagogical Therapy (for graduates from the same or similar major)	Degree certificates competition (in case of equal notes an interview – discussion about contemporary pedagogy problems- will be decisive)
General Pedagogy (for graduates form pedagogy with different majors)	Degree certificates competition (in case of equal notes an interview – discussion about contemporary pedagogy problems- will be decisive)

GRADUATE PROFILE

Tutulary and Social Work Pedagogy

Five-year Master’s programme with Tutulary and Social Work Pedagogy major trains future social, guardian and educational workers.

Graduates obtain a master’s degree in Pedagogy, with tutulary and social wok specialization.

Courses on philosophy, sociology, pedagogy (pedagogy of correction, general, social, tutulary, special and labour pedagogy) and psychology (general, developmental, social, educational and clinical psychology) equip students in wide but thorough knowledge that enables them to find their place in modern society. Curriculum comprises also courses in crucial for normal existence in contemporary world fields of knowledge, such as information and communication technology, foreign languages and healthcare.

Great stress is placed on the major courses, by virtue of which graduates are able to determine accurately both social and educational needs and causes of certain social situations, solve problems and conduct meetings. Courses like Pedagogy of Care, Theoretical Foundations of Social Work, Social Diagnosis, Pedagogical Guidance, Methodology of Guardian and Educational Work, Methodology of Social Work, Methodology of Corrective-Compensatory Work and many others will certainly be of great help in achieving this.

Participation in drama and interpersonal communication skills workshops enables students to familiarize themselves with principles of social communication and innovative ways of solving personal problems.

Middle year and constant teacher practices in institutions like orphanages, schools (school counsellor, common room worker), boarding schools, psycho-pedagogical guidance services, social work centres and emergency shelters give students unique opportunity to acquaint themselves with social workers, counsellors and form tutors work.

Graduate from Tutelary and Social Work Pedagogy posses following skills and abilities:

- wide theoretical knowledge enabling proper evaluation of social phenomena and educational situations,
- the ability to make diagnosis and forecast future of certain individuals, groups, communities,
- the ability to solve specific problems of children, teenagers and adults,
- the ability to establish relationships and cooperate with other people,
- the ability to conduct after class activities using different methods and techniques of work,
- the ability to cooperate with local centres and organizations,

Graduate from Tutelary and Social Work Pedagogy is a creative, innovative, decisive person, not afraid of facing perplexing and complicated problems of individuals and/or communities. Thoroughly educated and well prepared to work at schools, boarding schools, psycho-pedagogical guidance services, social work centres and orphanages, Tutelary and Social Work Pedagogy graduates are still bound to master their skills and working techniques, enhance their skills and accomplishments and continuously extend their knowledge.

Revalidation and Pedagogical Therapy

Five-year, one-cycle Master's programme with Revalidation and Pedagogical Therapy major trains students to work as form tutors and teachers at schools, special schools, and educational and tutelary centres, as well as in special care centres and organizations helping children with learning disabilities and disorders .

Graduates obtain a master's degree in Pedagogy, with revalidation and pedagogical therapy specialization.

Courses on philosophy, sociology, pedagogy (pedagogy of correction, general, social, tutelary, special and labour pedagogy) and psychology (general, developmental, social, educational and clinical psychology) equip students in wide but thorough knowledge that enables them to find their place in modern society. Curriculum comprises also courses in crucial for normal existence in contemporary world fields of knowledge, such as information and communication technology, foreign languages, healthcare, methodology of research and ecology.

Great stress is placed on the major courses, both theoretical and practical ones. The former, equipping students with knowledge about revalidation and pedagogical therapy, are: Clinical Psychology, Psychological Foundations of Revalidation-related Influences, Psychology of People with Learning Difficulties, Integrated Education, Pedagogics of Mentally Handicapped People, Pedagogics of People with Special Learning Difficulties, Pedagogic Counselling and Logopedics. Such theoretical knowledge allows introduction of practical classes, main task of which is equipping students with skills that are necessary for working with disabled people and children with learning disorders. The practical courses are: Methodology of Education and Upbringing of Mentally-Handicapped People, Methodology of Corrective-Compensatory Work with Children with Specific Learning Difficulties, Pedagogical Methods to Support Handicapped People Development, Methodology of Out-of-School Classes with Mentally retarded Children, Interpersonal Training and Teacher's Communicative Skills in Special & Integrated Education.

Graduates from Revalidation and Pedagogical Therapy are well prepared for didactic work, which encompasses: integrated preschool and primary education, environmental, mathematical, polish, fine arts, musical, technical and motor activity education.

Extremely important role in mastering and verification of students' theoretical knowledge and gaining new experiences play middle year and constant pedagogue practices. Additionally, students' skills are enriched by courses like Polish Language and Culture and Pedagogy of Play.

Graduate from Revalidation and Pedagogical Therapy posses following skills and abilities:

- wide theoretical knowledge enabling proper understanding of disabled people's problems and their revalidation,
- the ability to identify and diagnose specific learning difficulties and programme therapeutic work,
- the ability to apply various methods and techniques of revalidation and pedagogical therapeutics,
- the ability to conduct after class activities for disabled students and pupils,
- the ability to conduct corrective-compensatory activities for children with specific learning disorders,
- thorough preparation for didactic work with disabled children,
- communicative skills characteristic of teacher in special & integrated education,

Graduate from Revalidation and Pedagogical Therapy is a creative and innovative person, thoroughly educated and well prepared to work as a pedagogue- therapist, teacher or form tutor in centres and institutions for disabled and disordered people. Revalidation and Pedagogical Therapy graduates are bound to master their skills and working techniques, enhance their skills and accomplishments and continuously extend once acquired knowledge.

Re-Education and Social Prophylaxis

Five-year, one-cycle Master's programme with Re-Education and Social Prophylaxis major trains personnel for re-educational and tutelary work in educational institutions, re-educational and welfare centres.

Graduates obtain a master's degree in Pedagogy, with Re-Education and Social Prophylaxis specialisation.

Courses on philosophy, sociology, pedagogy (pedagogy of correction, general, social, tutelary, special and labour pedagogy) and psychology (general, developmental, social, educational and clinical psychology) equip students in wide but thorough knowledge that enables them to find their place in modern society. Curriculum comprises also courses in crucial for normal existence in contemporary world fields of knowledge, such as information

and communication technology, foreign languages, healthcare, methodology of research and ecology.

Great stress is placed on the major courses, both theoretical and practical ones. The former, equipping students with knowledge about revalidation and pedagogical therapy, are: Clinical Psychology, Pedagogy of Correction, Foundations of Psychological Support, Psychology of Social Unadaptability, Legal Foundations of Social Rehabilitation, Social Pathology, Foundations of Psychiatry, Postpenitentiary Pedagogics and Victimology. Such theoretical knowledge allows introduction of practical classes, main task of which is equipping students with skills such as: diagnosing and solving educational problems, conducting re-educating activities with the employment of specialized social rehabilitation techniques and taking preventive and counselling actions. The practical courses are: Diagnostics in Rehabilitative Education, Social Prophylaxis, Methodology of Rehabilitative Education, Techniques in Rehabilitative Education, Guidance in Social Rehabilitation and Foundations of Interpersonal Communication.

Moreover, students' knowledge and experience is additionally enriched by courses like Polish Language and Culture, Literature for Children and Youth, Methodology of Leisure Time Usage and Social Gerontology.

Middle year and constant pedagogue practices in social rehabilitation and prophylaxis centres and institutions give students unique opportunity to acquaint themselves with their functioning, by observation and conducting workshops, master and verify already gained knowledge, as well as to obtain practical experience in working with socially maladjusted youth.

Graduate from Re-Education and Social Prophylaxis posses following skills and abilities:

- wide theoretical knowledge enabling proper evaluation of social phenomena and educational situations,
- the ability to make diagnosis and forecast future of certain individuals, groups, communities,
- the ability to conduct preventive activities in order to effectively counteract undesired social phenomena,
- the ability to solve specific problems of children, teenagers and adults,
- the ability to apply various methods and techniques of re-education and social rehabilitation

- the ability to organize agreeably leisure time activities,
- the ability to cooperate with individuals, groups and communities,
- interpersonal and social communication abilities,

Graduate from Re-Education and Social Prophylaxis is a creative, competent and decisive person, sensitised to social and individual problems and, more importantly, capable of facing them. Thoroughly educated, they are still bound to master their skills and working techniques, enhance their skills and accomplishments and continuously extend once acquired knowledge.

The very nature and character of Re-Education and Social Prophylaxis studies prepare graduates to work in borstals, youth custody centres, emergency shelters, preventive units and temporary shelters for minors provided by the police (“policyjnych izbach dziecka”), but also in orphanages (house-mother/ house-father), school educationalist and other re-education, social rehabilitation and prevention institutions and centres.

Re-Education and Social Prophylaxis

FULL-TIME THREE-YEAR FIRST-CYCLE PROGRAMME

Year I, Semester I

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	08.1-3P-RPS-A1-F1	Selected Problems of Philosophy	15	15	Grade	5
	09.1-3P-RPS-A5-JO1,2	Foreign language		30	Exam II	6
	16.1-3P-RPS-A7-WF1,2	Physical Education		30	Pass	

	12.9-3P-RPS-B11-BR1	Biomedical Foundations of Human Development and Upbringing	15	15	Exam I	7
	14.4-3P-RPS-B16-WPPS1	Introduction to Pedagogy	15	15	Exam I	7
	05.0-3P-RPS-B13-WPP1	Introduction to Psychology	15	15	Exam I	5
	15.4--3P-RPS-D60-PB1	Library User and Information Skills Training		5	Pass	
		Safety and Health at Work	4		Pass	
Total: 189			64	125		30

Year I, Semester II

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	14.2-3P-RPS-A2-WPS2	Introduction to Sociology	30	30	Grade	3
	09.1-3P-RPS-A5-JO1,2	Foreign Language		30	Exam II	5
	16.1-3P-RPS-A9-WF1,2	Physical Education		30	Pass	
	14.4-3P-RPS-B17-PSR1	Psychology of Development and Personality	15	15	Exam II	7
	08.3-3P-RPS-B12-HW2	History of Education	15	15	Exam II	7
	15.0-3P-RPS-C29-ME2	Media in Education	15	15	Grade	3
	05.7-3P-RPS-D34-POP2	Pedagogy of Care	30	30	Grade	5
<i>Total: 300</i>			120	180		30

Year II, Semester III

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.9-3P-RPS-A3-MBP3	Methodology of Pedagogical Research	15	30	Exam III	6
	08.1-3P-RPS-A4-EZ3	Professional Ethics	15		Pass	3
	05.1-3P-RPS-B15-PDO3	Foundations of General Didactics	15	15	Exam III	6
	05.9-3P-RPS-B19-PSP3	Social Pedagogy	15	15	Exam III	6
	12.2-3P-RPS-D53-PSKL3	Clinical Psychology	30	30	Grade	5
	11.3-3P-RPS-A7-I3	Information & Communication Technology		30	Grade	4
<i>Total: 210</i>			90	120		30

Year II, Semester IV

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.9-3P-RPS-A6-PW4	Course to select: -Forensic Psychiatry -Family Psychology	30			2
	05.7-3P-RPS-B14-TPW4	Theoretical Foundations of Education	15	15	Exam IV	3
	14.2-3P-RPS-B18-SW4	Sociology of Education	15	15	Grade	2
	05.0-3P-RPS-B20-PPR4	Labour Pedagogy	15	15	Grade	1

	12.7-3P-RPS-C27-EZ4	Health Education	15	15	Grade	1
	14.9-3P-RPS-D28-PAT4	Social Pathology	15	15	Grade	1
	05.6-3P-RPS-B35-PSC4	Special Pedagogy	30	30	Grade	2
	05.6-3P-RPS-36-PRS4	Pedagogy of Correction	30	30	Exam IV	3
	14.4-3P-RPS-D37-PSNS4	Psychology of Social Unadaptability	30	30	Exam IV	4
	10.9-3P-RPS-D38-PRPR4	Legal Foundations of Social Rehabilitation	30	30	Exam IV	3
	05.6-3P-RPS-D39-DWR4,5	Diagnostics in Rehabilitative Education	15	30	Exam V	3
	14.9-3P-RPS-D40-PRS4,5	Social Prophylaxis	15	15	Exam V	3
	05.9-3P-RPS-D55-SEM4,5,6	Diploma Seminar		15	Pass	2
<i>Total: 480</i>			225	255		30

Year III, Semester V

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.6-3P-RPS-D39-DWR4,5	Diagnostics in Rehabilitative Education	15	30	Exam V	4
	14.9-3P-RPS-D40-PRS4,5	Social Prophylaxis	30	15	Exam V	4
	05.6-3P-RPS-D41-MPP5	Methodology of Preventive Work	15	30	Exam V	4
	05.6-3P-RPS-D42-MWR5	Methodology of Rehabilitative Education	30	30	Exam V	4

	05.6-3P-RPS-D44-STWR5,6	Sociotechniques in Rehabilitative Education		30	Grade	2
	05.6-3P-RPS-D45-PTWR5,6	Psychotechniques in Rehabilitative Education		30	Grade	2
	05.6-3P-RPS-D46-KTWR5,6	Culture and Techniques in Rehabilitative Education		30	Grade	2
	15.9-3P-RPS-D52-TIPM5,6	Interpersonal Training and Mediation		30	Grade	2
	14.9-3P-RPS-D54-PAT5	Social Pathology	30	30	Grade	3
	05.9-3P-RPS-D55-SEM4,5,6	Diploma Seminar		30	Pass	3
Total: 375			120	255		30

Year III, Semester VI

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.0-3P-RPS-D43-MOCW6	Methodology of Leisure Time Usage	15	60	Grade	2
	05.6-3P-RPS-D44-STWR5,6	Sociotechniques in Rehabilitative Education		30	Grade	2
	05.6-3P-RPS-D45-PTWR5,6	Psychotechniques in Rehabilitative Education		30	Grade	2
	05.6-3P-RPS-D46-KTWR5,6	Culture and Techniques in Rehabilitative Education		30	Grade	2
	05.6-3P-RPS-D47-RSO6	Social Rehabilitation in Open Environment	30	30	Exam VI	5
	05.6-3P-RPS-D48-PPOS6	Postpenitentiary Pedagogics	30	30	Grade	2
	05.6-3P-RPS-D49-PRR6	Guidance in Social Rehabilitation	30	30	Exam VI	5
	10.9-3P-RPS-D50-WIK6	Victimology	30	30	Grade	2

	15.0-3P-RPS-D51-KS6	Social Communication		30	Grade	2
	15.9-3P-RPS-D52-TIPM5,6	Interpersonal Training and Mediation		30	Grade	2
	05.9-3P-RPS-D55-SEM4,5,6	Diploma Seminar		30	Pass	3
	05.9-3P-RPS-D56-PC	Pedagogical Training		8	Pass	1
Total: 495			135	360		30

Overall: 2049

GROUP A, GENERAL EDUCATION

08.1-3P- RPS-A1-WZF1

Selected Problems of Philosophy

Semester I Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Janusz Sytnik-CzetwertyńskiPhD

ECTS points: 5

Assessment: grade

Contents:

Philosophy – the most general study of human and nature. Philosophy as generalization of detailed sciences and social development. Idealism and materialism. Matter and its structure, time and space. Causalism, development and progress, evolutionism. Determinism, necessity and freedom. Criticism of theology. Chosen issues of cognitive philosophy. Theories of knowledge, its subject and sources. Rationalism, apriorism and empiricism. Practical and theoretical cognition. Practice. Classic and non-classic theories of truth. Cognition as a process of verification and falsifiability. Hypostatization. Paradigmatism of knowledge.

Conventionalism and logical empiricism. Philosophical and methodological issues of physics.
The study of the progress of human knowledge. Methods and the laws of natural science.
Empirical and theoretical physics, scientific experiments and mathematical methods.
Mainstream and fringe physical theories. Its usage and connections with technological sciences
and technology.

Reading list:

1. Cackowski Z.: Zasadnicze zagadnienia filozofii, Warszawa 1989
2. Legowicz J.: Zarys historii filozofii. Elementy doksografii, Warszawa 1964
3. Miś A.: Główne nurty filozofii współczesnej, Warszawa 1992
4. Opara S.: Filozofia: Współczesne zagadnienia i kierunki. Podręcznik akademicki, Warszawa 1999
5. Tempczyk M.: Fizyka a świat realny: elementy filozofii fizyki, Warszawa 1986
6. Tempczyk M.: Świat harmonii i chaosu, Warszawa 1995
7. Tempczyk M.: Fizyka najnowsza, Kraków 1998

14.7–3P– RPS– A2–AK4

CULTURAL ANTHROPOLOGY

Semester IV Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Halina Mielicka PhD

ECTS points: 4

Assessment: grade

Educational targets

- engaging students in conversation about cultural differences existing in modern societies.
- explanation of the principles of controversial endocentrism and effects of the lack of tolerance for cultural distinctness.
- analysis of the mechanics connected with attitudes towards values and functioning of institutions such as family and other kinship relationships.

Contents:

Types and varieties of anthropology. Introduction of basic theoretical orientations of cultural anthropology- portrayal of human as culture's creator and consumer. Culture as a subject of theoretical and practical (field, qualitative) research. Explanation of the ways in which culture influences existence of societies, cultural standards and connections between culture and social integration. Culture versus nature. Dispute over human nature. Most important theories of interpreting culture. Structural and functional analyses of cultural processes. Culture versus personality. Axiological basics and classification of culture. Tradition and cultural changes. Introduction into primitive culture, culture of myth, religion, local, regional and mass culture, dynamics of cultural transformations. Local cultures versus popular culture. Main transformations and phenomena of contemporary culture.

Reading list:

1. Mrozek – Dumasowska M.: Człowiek w labiryncie magii, Warszawa 1990
2. Nowicka E.: Świat człowieka – świat kultury. Systematyczny wykład problemów antropologii kulturowej, Warszawa 1997
3. Olszewska – Dyoniziak B.: Człowiek – kultura – osobowość. Wstęp do klasycznej antropologii kultury, Kraków 1991
4. Sulima R.: Antropologia codzienności, Kraków 2000
5. Szyjewski A.: Etnologia religii, Kraków 2001
6. Wencel A. (red.): Wiedza o kulturze, Antropologia kultury. Zagadnienia i wybór tekstów, cz. 1, Warszawa 1995

14.2-3P-RPS-A2-WPS2

INTRODUCTION TO SOCIOLOGY

Semester II Lecture (L): 30h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Halina Mielicka PhD

ECTS points: 3

Assessment: grade

Educational targets

- familiarization with chosen issues of social analysis.
- elucidation of connections between sociology, pedagogy and social philosophy.

Contents:

Introduction into theory and basic terms of modern sociology. Diversity of theoretical interpretations of topics like: societies' functioning, their structure, functions, institutions and most important processes occurring in their macro- and microstructures. Discussion over issues like: symbolic interactionism, endomethodology, phenomenological sociology, liberalism, etatism, civil society, information society. Chosen aspects of axionormative systems' functioning and their role in the process of socialization. Sociology and its place among other social sciences, mutual dependence of sociology and pedagogy. Determining boundaries of general sociology and its future development prospects. Culture and social groups' character conceptions. Definition of conformism and non-conformism.

Reading list:

1. Mielicka H.: Podstawy socjologii. Mikrostruktury społeczne, Kielce 2002
2. Turowski J.: Socjologia. Wielkie struktury społeczne, Lublin 1994
3. Turowski J.: Socjologia. Małe struktury społeczne, Lublin 1993
4. Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1977
5. Kosiński S.: Socjologia ogólna. Zagadnienia podstawowe, Warszawa 1987
6. Sztompka P.: Socjologia. Analiza społeczeństwa, Kraków 2002

08.1.-3P-RPS-A4-E2

Ethics

Semester II Lecture (L): 15 h

Supervisor responsible for educational contents: Janusz Sytnik-Czetwertyński PhD

ECTS points: 1

Assessment: pass

Educational targets

- introduction of basic values, their hierarchy; conduct standards and their interiorization,

- developing personal system of moral principles and rules of behaviour, such as: conscientiousness, righteousness and taking responsibility for one's life by constant self- education and self- improvement,
- conscious fulfilment of the role played in society; innovation and creativity,
- understanding the value of social coexistence; readiness for dialogue, assertive educational integration, sense of responsibility for others, for atmosphere at work, mutual respect, trust, desire to help people in need, concern for public good,
- unvarying and consistent detachment from any kind of pathology and depravity.

Contents:

Ethics as philosophical and normative field of study, based on human reason and experience, covering the whole of issues connected with human life in the aspects of their self-fulfilment. In this connection ethics define basic values (good- evil), standards, evaluations and sanctions, cites natural and positive law, showing various possibilities of interpretation within the confines of individual philosophical schools and outlooks. In the individual aspect ethics concerns first of all human dignity, the worth and sense of life, human rights, conscience, moral perfection, freedom and responsibility. In the social aspect, on the other hand, ethics concerns marital and family life (parental responsibilities), standards of social coexistence (participation, professional solidarity, public good, environmental protection) , establish standards of professional life and deals with pathologies in life of communities.

Reading list:

1. Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999
2. Stróżewski W.: W kręgu wartości, Kraków 1992
3. Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991
4. Styczeń T.: Wprowadzenie do etyki, Lublin 1993
5. Ślipko T.: Zarys etyki ogólnej, Kraków 2002

08.1-3P-RPS-A5-L1

Logic

Semester I Lecture (L): 15 h

Supervisor responsible for educational contents: Prof. PhD Andrzej Bogaj

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with basic issues of proper reasoning and inference,
- mastering the ability to use scientific terms,
- gaining competence in unaided inference.

Contents:

General characteristic of logic: definition of terms, branches of logic (semiotics, semantics, syntactics, pragmatics), logical theory of language; logic and its place among other sciences. Language versus linguistic statement: division of languages into natural, artificial, formal; linguistic statement and its functions (expressive, directive, informative, performative, rational). Language versus linguistic statement; natural, artificial and formal language. Linguistic statement and its functions (expressive, persuasive, suggestive, periphrastic, performative and rational). Name, its definition, referent marking relation, classification, content and scope, Propositional calculus; proposition (statement), statement evaluation; the language of propositional calculus : propositional variable, propositional connective and formula, various propositional connectives; transforming sentences from colloquial speech to language of propositional calculus; propositional calculus tautologies. Quantifier calculus: propositional form, monoargumental propositions, various quantifiers, universal and existential propositions, transforming sentences from colloquial speech to language of quantifier calculus. Definitions: definition's elements, division of definitions, the most common mistakes connected with defining. Inference: deduction, adding verisimilitude (reductive, inductive, through analogy).

Reading list:

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

2. Kotarbiński T.: Elementy teorii poznania, logiki formalnej i metodologii nauk, Wyd. PAN, Warszawa 1990
3. Ziemiński Z.: Logika praktyczna, PWN, Warszawa 1987
4. Stanosz B.: Ćwiczenia z logiki, PWN, Warszawa 1980 i wyd. następne
5. Kmita J.: Wykłady z logiki i metodologii nauk, PWN, Warszawa 1973 i wyd. następne

05.9–3P–RPS–A6–MEB5

Methodology of Research

Semester V Lecture (L): 15 h

Practical Work (PW): 15h

Supervisor responsible for educational contents: Prof. PhD Andrzej Bogaj

ECTS points: 3,5

Assessment: exam

Educational targets:

- Familiarization with theoretical, methodological issues of methods and techniques of research in the field of social sciences (e.g. pedagogy).
- Acquiring ability to formulate research problems, hypotheses, finding variables and selecting coefficients.
- Familiarization with basic rules of research tools construction.
- Selective and critical study of pedagogical literature.
- Taking advantage of methodological knowledge to select methods, construct tools and unassisted preparation of empirical research.
- Skillful quantitative and qualitative analysis of the gathered empirical material.

Contents :

Familiarization with curriculum and syllabus. An introduction to methodology targets and issues. Basic terms. Significance of methodological knowledge, skills and abilities for the whole process of studying and pedagogical/educational work. Arrangement and structure of

master's thesis. An introduction to methodology of pedagogical research. Basic terms. Types and rudiments of pedagogical research. Theory and its role in conducting pedagogical research. Teachers research work. Moral aspects of research work. Verification and diagnostic research process structure. Research problems, hypothesis, variables and coefficients. Defining terms. Types of definitions. Unassisted formulating hypotheses, research problems and operationalization of variables. Stages of pedagogical research. Analysis and characteristic of consecutive research process activities. Selection of sample for pedagogical research purposes. Pilot research. Research operative plan elaboration. Analysis of various research conceptions on the basis of empirical research reports. Pedagogical experiment and experimental techniques. Experimental research utility. Most common experimental research errors. Quasi- experimental research. Opinion poll as a research method. Requirements for poll questions. Opinion poll techniques: questionnaire and interview. Sources of mistakes in opinion polls. Techniques and types of observation in opinion polls. Requirements for, objects and merits of proper observation. Cognition limits. Creating observation schedule. Determining educational effectiveness. School attainment test: characteristics, types, usage and targets. Test construction. Test tasks quantitative analysis. Sociometric method and its characteristics. Sociometric techniques: Moreno's technique, guess-who technique, goodwill and dislike survey, rank scheduling technique. Analysis and interpretation of the sociometric data. Sociometric cognition limits. Attitude and assessment scale. Likert's scale, Thurstone's scale, Guttman scale. Scale types and their usage. Scale construction. Assessment errors and their source. Analysis of documents. Types of documents. Techniques of document analysis. Creations (essays, compositions, diaries, drawings) analysis. Dialogue method (conversation). Commandments of dialogue method. Techniques of dialogue methods. Erroneous application of dialogue method. Biographic method: characteristics, merits and faults. Types of biographical method: monographic method, individual cases method.

Reading list:

1. Brzeziński J.: Metodologia badań psychologicznych, Warszawa 2003
2. Dutkiewicz W.: Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001
3. Łobocki M.: Metody i techniki badań pedagogicznych, Kraków 2000
4. Pilch T., Bauman T.: Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa 2002
5. Zaczyński W.: Praca badawcza nauczyciela, Warszawa 1995

11.3–3P–RPS–A07–I1

Information & Communication Technology

Semester V Practical Work (PW): 30h

Supervisor responsible for educational contents: Ryszard Błaszkiwicz PhD

Prof. PhD Jerzy Stamirowski

ECTS points: 4

Assessment: grade

Educational targets:

- Familiarization with the history of Information & Communication Technology development, basic terms and changes in the field of base hardware and software. Data collection and processing. Calculations and graphical presentation of obtained results.
- Study of use of accessible on Internet and in computer networks resources. Learning advanced techniques of data search via Internet. Making students aware of the risk involved with using computer networks. Gaining ability of creating websites. Familiarization with ways of designing multimedia presentations.

Contents:

Information system: built and functions. Preparing computer for given tasks execution: basic system operations on the example of Windows Operation System- system installation and configuration, operations on files. Utility programs: functions. Files and applications creation on the example of MS Office 2000. Information retrieval, presentation and dissemination. Estimation problems in the field of pedagogy. Data collection, retrieval and presentation with the use of database applications. Processing teaching measurements results in MS excel 2000. Data types: algorithm and program. Information sort and filter. Creating text documents that comprise characters, symbols and objects available in MS Office 2000 (MS Word 2000, MS Excel 2000). Searching information via Internet. Communication via Internet, information exchange through e-mail and discussion groups. Information transfer (Internet - MS Office files). Conversion of MS Word documents into HTML files. Saving documents on servers. Creating multimedia presentation and its scenario in PowerPoint, using found via Internet

information (connecting with Internet in the application level). Database: database management. Basic database components on the example of MS Access 2000. Relations in MS Access 2000- creating and connecting with the use of keys. Database information retrieval with the use of QBE queries. Query as a temporary dynamic array. User- database interface. Basic ways of creating user interface. Database search results in the form of report. Database- Internet communication; basic information on database Internet applications.

Reading list:

1. Dyson P., Coleman P.: Windows 2000 Pl, Wyd. EXIT, 2000
2. Kopertowska M.: FrontPage 2000 HTML Podstawy, Tortech, 2001
3. Sokół M.: Tworzenie stron WWW. Ćwiczenia praktyczne, Helion 2000
4. Kopertowska M.: Ćwiczenia z PowerPiont zawansowane możliwości, Mikom, 2000
5. Cichosz P.: Systemy uczące się, WNT, 2000

09.1-3P-RPS-A5-JO1,2

Foreign language:

60h

ECTS points: 6 (semester I), 5 (semester II)

Assessment: exam

ENGLISH

Supervisor responsible for educational contents: Justyna Kopycińska MA

Educational targets:

- development of lingual skills which will help in free communication in everyday situations.
- familiarization with educational system , everyday life, customs, traditions and culture of Anglo- Saxon countries,
- everyday vocabulary development,

- different categories of vocabulary (e.g. technical vocabulary). Increasing pedagogical vocabulary (e.g. family and community life),
- expansion of lingual competence; establishing knowledge of learnt grammatical structures, learning new ones.

Contents (grammatical structures) :

Subject of classes and vocabulary: leisure time usage, personal data, giving and asking for information, describing feelings, past experiences, giving and asking for advice, educational systems of Great Britain and United States of America, effective learning, polite expressions, everyday expressions, describing people- describing suspects, summer plans (+postcard writing), plans and ambitions, an interview with famous person, geographical vocabulary- geographical names and definite article, shopping in department store- discussion about ways of shopping, report on accident, most important things in life- discussion, suggesting solutions, planning a trip, job application forms and interview, jobs, describing members of family and relatedness, describing places, designing workplace, technology, money, people in politics, religion, community life- what if...?, filling in forms, creating website advertising regional sights, pollution and environment protection, traditional British and American festivals and holidays- (Halloween, Guy Fawke's Day, Christmas, New Year's Day, Saint Valentine's Day, Easter). Grammar: general and specific questions, tenses: Present Simple, Past Simple, verbs: „have to/ must/ can”- obligations, prohibitions and orders, „should/ shouldn't”- giving advice, Present Continuous- present and future actions, gradation of adjectives, „to be going to/ would like to/ would prefer to”- intentions, Future Simple- expressing future, adjectives ending with “-ing” (describing features) and “-ed” (describing people), Present Perfect versus Past Simple (present versus past), definite/ indefinite articles, first conditional, expressing past- “used to”, Past Continuous- describing background for past events, gerund, “like” versus “would like”- likings, passive voice, „that/who/which”-relative clauses, Present Perfect Simple and Present Perfect Continuous- “unfinished past”, Past Perfect, reported speech, second conditional.

Reading list:

1. Basic Grammar in Use. Reference and practice for the students of English. R. Murphy, Cambridge Univ. Press, Cambridge 1993
2. English Puzzles. D. Case, Heinemann, Oxford 1990
3. English Vocabulary in Use. S. Redman, Cambridge Univ. Press, Cambridge 1997
4. English Grammar in Use. R. Murphy, Cambridge Univ. Press, Cambridge 1994
5. No Problem with English. B. Brandys, "ATT", Bielsko-Biała.

FRENCH

Supervisor responsible for educational contents: Teresa Korduba MA

Educational targets:

- Development of skills in French language in everyday life.
- Integration of four basic lingual skills: speaking, writing, understanding of speech, reading with text understanding.

Contents:

Expressing opinions in present, future and past tenses- basic grammatical structures. Communication skills referring to matters of everyday life. Developing writing skills: job applications, notes, questionnaires, advertisements, notices. Culture and customs of Frankish countries.

Reading list:

1. Espaces (I, II) – Wydawnictwo Naukowe PWN – teksty i nagrania
2. Testez votre franais – Hanna Uzar
3. Francais – Repetytorium tematyczno – leksykalne – Mariusz Skoraszewski
4. Sylabus (2002 – 2005)

GERMAN

Supervisor responsible for educational contents: Jadwiga Kiec MA

Educational targets:

- development of skills in German language in everyday life,
- integration of four basic lingual skills: speaking, writing, understanding of speech, reading with text understanding,
- increasing vocabulary and phraseology,
- gaining the ability to ask and answer questions, give opinions and take position on heard opinions,
- introduction into German literature,
- gaining the ability to read, understand and translate simple pedagogical texts.

Contents:

Giving information about prohibitions and orders, describing a day course, accommodation offers, describing housing conditions, hotel reservation, obtaining information, asking for a way and giving such information. Brief descriptions of German-speaking countries: borders, capitals, communication, neighbours, German way to reunification. European Union- benefits for Poland, possible drawbacks. Conflict of generations. Civilization diseases. Problem of unemployment. Upbringing problems- addiction danger (alcoholism, drugs and others). The influence of media on young people's development and attitudes.

Grammar:

Phonetics: pronunciation, intonation (affirmative and negative sentences, questions), primary/ secondary stress; spelling. Verbs: regular and irregular, modal, reflexive, complex, separable and inseparable, auxiliary verbs. Tenses: Praesens, Imperfecta, Perfect. Indicative/ imperative mood. Noun, compound nouns. Definite/ indefinite article. Negations: nein, nicht, kein. Adjective as predicative, complement or attribute; gradation. Prepositions with Dativ, Akkusativ and variable prepositions. Cardinal/ ordinal numbers. *Syntax*: Sentence syntax: single and composite sentences (the inversion and normal word order). Subordinate clause with conjunctions: dass, weil, obwohl, wenn, damit.

Reading list:

1. Themen Neu, część I i II, książka i ćwiczeniówka.
2. Grammatik? Kein Problem.

3. Ewa Maria Rostek. Repetytorium tematyczno-leksykalne. Cz. I i II, Bagros, 1995.
4. Kasety magnetofonowe do I i II części podręcznika.

RUSSIAN

Supervisor responsible for educational contents: Beata Kowalska MA

Educational targets:

- development of lingual skills which will help in free communication in everyday situations,
- developing vocabulary necessary to participate in cultural life,
- extending range of professional vocabulary,
- developing reading and understanding skills, translation of simple pedagogical texts.

Contents:

Students and their environment: family, friends, university, social life, relationships. Describing people. Cultural life: cinema, theatre, museum, art gallery. Hobbies and pastimes: sport, movie, book, journey and others. Everyday life: studying, shopping, services, diseases. Personal qualities. Branches of philosophy, philosophical methods. Teenage problems: alcoholism, drugs, violence. Conflict of generations. Contemporary world problems: unemployment, increase in crime.

Reading list:

1. Fidyk M., Skup-Stundis T.: Nowe repetytorium z języka rosyjskiego, Wydawnictwo Naukowe PWN, Warszawa 1999
2. Wierieszczagina I., Davajtie pogovorim... Teksty z życia codziennego z dialogami. WSiP, Warszawa 1995
3. Pado A.: Czytaj, piszi, govori! Podręcznik do języka rosyjskiego dla pierwszego roku filologii rosyjskiej i lektoratów, WSiP, Warszawa 1997

16.1–3P–RPS–A9–WF1,2,3,4

Physical education:

Semester IV 60h

Supervisor responsible for educational contents: Rafał Pawłowski MA

ECTS points:-

Assessment: pass

Educational targets:

- moulding and establishing pro- health and pro-semantic attitudes and habits,
- ensuring optimal development of physical fitness and physical motion skills; adjusting exercises to student's individual health and physical abilities,
- meeting students needs and interests in the field of sport, tourism and recreation,
- using physical education, sport and tourism in the process of education for recreation,
- increasing sport rivalry and assisting academic sport development,
- testing students' physical fitness in order to asses them and developing self- control abilities,
- training future physical education personnel.

Contents:

Knowledge: meaning of physical activity in human life, ways in which physical effort influence individual systems, hygienic lifestyle. Abilities: body shaping exercises, chosen forms of physical activity and their usage in health training and recreation. Physical activity: participation in different forms of physical activity, trainings, optional activities; sport, recreation and tourist events and camps.

05.9-3P-RPS-A10-PW6

Optional course: Forensic Psychiatry

Semester VI Lecture (L): 30 h

Supervisor responsible for educational contents:

ECTS points: 2

Assessment: pass

Educational targets:

- acquiring knowledge in the field of Clinical Psychiatry and the branch of it- Forensic Psychiatry,
- familiarization with civil, criminal and family welfare code regulations applying to following cases: determining sanity, capacity to legal transactions, incapacitation, capacity to express one's will, dependence treatment regulations,
- the ability to use theoretical knowledge from the field of penal and civil jurisdiction for the future work in tutelary, educational and rehabilitative institutions, penal institutions, institutions of social welfare, welfare centres etc. (in order to select therapy, legal assistance and medical care)

Contents:

Clinical psychiatry- general psychopathology; symptoms, syndromes, disorders, diseases. Forensic psychiatry as a branch of clinical psychiatry. Penal jurisdiction; penal code, soundness of mind, diminished accountability, non-accountability, protective measures. Civil jurisdiction; civil code, family and guardianship code, legal incapacitation, declaration of will, last will, eligibility for marriage. Civil and penal jurisdiction; schizophrenia, affective diseases, organic psychosis, mental impairment, psychoorganic syndromes- demential, organic brain disease, dependences (drug dependence, alcoholism, drug addiction), personality disorders, states of emergency in psychiatry, deviations. Juvenile jurisdiction. Mental Health Protection Act.

Reading list:

1. Gierowski J., Szymusik A.: Postępowanie karne i cywilne wobec osób zaburzonych psychicznie. Wybrane zagadnienia z psychiatrii, psychologii i seksuologii sądowej, Collegium Medicum UJ, Kraków 1996
2. Bilikiewicz A. (red.): Psychiatria dla studentów medycyny, PZWL, Warszawa 1992
3. Uszkiewicz L.: Zarys psychiatrii sądowej, Wyd. Uniwersytetu Warszawskiego, Warszawa 1972

4. Dąbrowski S., Jaroszyński J., Pużyński S. (red.): Psychiatria, I/III, PZWL, Warszawa 1988
5. Bilikiewicz A., Pużyński S., Rybakowski J., Wciórka J. (red.): Psychiatria, I–II
6. Wiener J.M.: Medycyna behawioralna, (pierwsze wydanie polskie)
7. Roseuhan D.L., Seligman M. EP. Psychopatologia, t. I–II
8. Pużyński S. (red.): Leksykon psychiatrii

Family Psychology

Supervisor responsible for educational contents: Prof. PhD Irena Pufal

Course is to be done before the commencement of following courses: General Psychology, Social Psychology, Clinical Psychology and Psychology of Development of Human Being.

Educational targets:

- gaining knowledge about functioning of the family,
- using knowledge of family as a social system for understanding the functioning of both children and adults,
- using knowledge about family functioning for acquiring information about forms of psychological help.

Contents:

Family as a system- system features: integrity, subsystems and their co- relations, limits, structures, functions, adaptation skills, equifinality. Preparation for establishing a family in young people social experiences the (importance of family, peer contacts and cultural circle). Psychology of love. Choosing spouse. Factors determining successful marriage (social and psychological). Husband- wife relations: family roles, communication in marriage, psychological aspects of sexual life in marriage. Parent- children relations: parental attitudes, styles of education, intergenerational communication, identification with parents of both genders. Child- child relations: the importance of siblings, the influence that birth order has on child's personality, only-child and large families problem, sibling relations- cooperation, competition, conflicts. Enlarged family problems: relations with parents and in- laws, grandparents- grandchildren relations. Reconstructed families: half- siblings, stepmother and stepfather. Special family problems: ill member of family, old people, psychology of

adoption. Single people and their contacts with family of origin. Forms of family guidance and therapy.

Reading list:

1. Brandon L.: Psychologia rodzaju, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
2. Braun-Gałkowska M.: Psychologiczna analiza systemów rodzinnych osób zadowolonych i niezadowolonych z małżeństwa, TN KUL, Lublin 1992
3. Satir V.: Rodzina – tu powstaje człowiek, GWP, Gdańsk 2001
4. Wenning K.: Mężczyźni są z Ziemi i kobiety są z Ziemi, GWP, Gdańsk 2003
5. Wojciszke B.: Psychologia miłości, GWP, Gdańsk 1995

GROUP B, BASIC COURSES

12.9-3P-RPS-B11-BR1

Biomedical Foundations of Human Development

Semester I Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Prof. PhD Andrzej Jopkiewicz

ECTS points: 7

Assessment: exam

Educational targets:

- familiarization with biological and medical aspects of human development and education,
- arousing interest in human biomedical problems, especially child ones,
- the ability to find connections between child school and educational difficulties and their development and health problems.

Contents:

Human morphological and physiological diversion. Division and course of ontogenesis, development of structure and functions of individual tissues and systems. Exogenous and endogenous factors of human development. Main health problems of children, youth and

adults. Main health reasons for school failures and their effects. Methods of controlling development maturation and growing-up processes. Functional evaluation as an indicator of state of health.

Reading list:

1. Jopkiewicz A., E. Suliga: Biologiczne podstawy rozwoju człowieka, ITE, Radom-Kielce 2000
2. Jopkiewicz A.: Dziecko kieleckie. Normy rozwoju fizycznego, ITE, Radom-Kielce 2000
3. Malinowski A.: Wstęp do antropologii i ekologii człowieka, Wyd. UŁ, Łódź 1994
4. Mięśowicz I. (red.): Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości, Warszawa 2001
5. Turner J. S., D. B. Helms: Rozwój człowieka, WSiP, Warszawa 1999

14.4-3P-RPS-B16-WPPS1

Introduction to Psychology

Semester I Lecture (L): 15 h

 Practical Work (PW): 15 h

Supervisor responsible for educational contents: Aleksander Gorbatkow PhD

ECTS points: 7

Assessment: exam

Educational targets:

- **General targets:**
 - development of psychological aspects of psycho- professional thinking,
 - development of psychological components of professional knowledge, skills and habits.
- **Cognitive targets:**
 - introduction of terms necessary for developing knowledge of general regularities of human psyche functioning,
 - making students aware of the fact that general regularities of human psyche functioning may be modified by gender, age and other individual qualities,
- **Practical targets:**

- developing the ability to use theoretical knowledge for solving typical for pedagogical work problems,
- **Educational targets:**
 - arousing compassion and sensitivity to other people's needs and emotions, taking into consideration their cultural and distinctiveness.

Contents:

Psychology among other sciences. Theoretical and practical psychology. Main conceptions and branches of scientific philosophy. Methods of psychological tests. Structure and functions of psyche and cognitive, emotional and motivation processes. Structure and functions of basic actions and personality. Individual differences. Temperament and intelligence : chosen theories and typologies.

Reading list:

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

14.4-3P-RPS-B17-PSR1

Psychology of Development and Personality

Semester II Lecture (L): 15 h

 Practical Work (PW): 15 h

Supervisor responsible for educational contents Prof. PhD Irena Pufal

ECTS points: 7

Assessment: exam

Course is to be done before the commencement of General Psychology course.

Educational targets:

- development of basic terms necessary for building up knowledge of development changes that occur in psychical functioning throughout life and their conditioning.

Contents:

The essence of the development. Factors determining development. Cognitive development: perception, memory, the act of thinking. Emotional development: emotions as processes connected with body, development of individual emotions. Social development: social interactions, learning social roles, complex social behaviours- social and aggressive behaviour. Moral development: learning moral values, importance of identification process, connections between moral and cognitive development- J. Piagete's and L.Kohlberg's theories. Personal development: self- development- self-consciousness and self- identity, self-esteem, sense of perpetration. Sexual identity. Psychosocial E.Eriksson's theory as example of theory that developed from dynamic trend. Conceptions of mature personality. Development stages characteristics: prenatal period, infancy, pre-school age, school age, adolescence, early and middle adulthood.

Reading list:

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

14.4.-3P-RPS-B14-PSS3

Social Psychology

Semester III Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Jolanta Szczurkowska PhD

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with psychological conditioning, mechanics and causes of human social functioning.

Contents:

Human as a subject discovering the world and him/herself. Social world: schemes and heuristics. Getting to know other people: creating representations of other people, drawing conclusions about their behaviour. Getting to know yourself: self- identity, self- presentation. Social influence. Conformity, subordination, obedience. Group and group processes: group types, targets, norms, structure and cohesion. Influence that group has on individual: facilitation, social laziness, deindividuation. Attitudes and their nature: changing attitude- social dissonance and persuasive announcement, attitudes versus behaviour, advertisement. Human relations. Interpersonal attractiveness: conditionings and regularities, love and friendship, chosen theories of mutual attractiveness. Aggression: its nature, research on aggression directions, ways of counteracting. Prejudices: their nature, causes, aftermaths, ways of overcoming prejudices. Social behaviour: theories explaining why people help others, individual and social conditionings of social behaviour, giving aid results.

Reading list:

1. Aronson, E., Wilson T., Akert R.: Psychologia społeczna – serce i umysł, Wydawnictwo Zysk i S – ka, Poznań 1997
2. Cialdini R.: Wywieranie wpływu na ludzi.. Gdańskie Wydawnictwo Psychologiczne, Gdańsk 1994
3. Kenrick D. S., Neuberg S. L., Cialdini R. B.: Psychologia społeczna, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
4. Mika S.: Psychologia społeczna, Wydawnictwo Naukowe PWN, Warszawa 1984
5. Strelau J.: Psychologia. Podręcznik akademicki, Tom 3, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2000

14.2–3P–RPS–B15–SE4

Sociology of Education

Semester IV Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Maria Sroczyńska PhD

ECTS points: 4

Assessment: grade

Educational targets:

- familiarization with basic theoretical issues of sociological interpretation of phenomena connected with human education,
- efficient usage of sociological texts, mainly from the field of sociology of education,
- the ability to use sociological knowledge for individual scientific and research activities.

Contents:

Contemporary educational ideologies. Social structure versus education. School selections and their social conditionings. School system and its functions in education process. Equal educational opportunities principle. Threats- barriers to principle realization. Education in social transformations process. Personal development in socialization process. Family as educational institution. School as educational environment. Family- school cooperation-creating common educational ground. Cultural institutions and their role in children, youth and adult education. Social and economical conditionings in Polish educational system. Education in Poland after reform of 1999.

Reading list:

1. Schulz R. (wybór): Antropologiczne podstawy wychowania, Warszawa 1996
2. Berger P.L., Luckman T.: Społeczne tworzenie rzeczywistości, Warszawa 1983
3. Mariański J.: Wprowadzenie do socjologii moralności, Lublin 1989
4. Meighan R.: Socjologia edukacji, Toruń 1993
5. Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1970

08.3-3P-RPS-B12-HW2

History of Education

Semester II Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Waldemar Firlej PhD

ECTS points: 7

Assessment: exam

Educational targets:

- gaining knowledge of historical development of pedagogical thought and transformations that organisation, structures and functioning of educational institutions have undergone,
- familiarization with educational ideals formulated in different historic periods,
- inculcating future teachers and educationalists with pedagogical culture and most valuable pedagogical values that are to be passed down.

Contents:

History of Education as a science, its place among other pedagogical and historical sciences. History of Education subject of interest. Main History of Education representatives in Poland. Most important sources and studies of history of education. Periodization of history of education. Philosophical and pedagogical thought achievements; educational systems in ancient Greece and Rome- their influence on European culture and civilisation development. Educational ideals and educational system in the Middle Ages : Christianity versus pedagogical thought and educational system in antiquity, education in pedagogical thought of Christian philosophers, Carolingian Renaissance, class society education, medieval educational system, medieval universities, the role of church in education. Education in medieval Poland. The origin and organization of Krakow Academy . Pedagogical thought and education in Renaissance Europe. Importance of the Reformation for education. Pedagogical thought and education in Renaissance Poland. Roman Catholic Council of Trent reforms. Jesuitical and Piarists education. Currents in European pedagogical thought in the 17th and 18th century: J.A. Komeński, J. Locke, J.J. Rousseau. Education and endeavour to its reform in The Noble's Republic in the 17th and first half of the 18th century; S. Konarski and his educational activity- Knights School of Warsaw. Origin of, activity and importance of Committee of National Education. European pedagogical thought in the 19th century: F. Herbart, H. Spencer. Conquerors' educational politics in Poland in the 19th century. Polish pedagogical thought and education. Protection of Polish culture; defence against russification

and germanization: the role of the Church and family. Pedagogical ideas of new education; representatives. Reconstruction, development and achievements of Second Polish Republic's education: unification, universal education, Polish education against European education. Occupiers' educational politics during the Second World War; organisation and range of underground education.

Reading list:

1. Kurdybacha Ł. (red.): Historia wychowania, t. 1-2, Warszawa 1967-1968
2. Miąso J. (red.): Historia wychowania. Wiek XX, cz. 1-2, Warszawa 1981
3. Bartnicka K., Szybiak I.: Zarys historii wychowania, Warszawa 2001
4. Kot S.: Historia wychowania. Zarys podręcznikowy, t. 1-2, Lwów 1934, wyd. 2, Warszawa 1996
5. Krasuski J.: Historia wychowania. Zarys syntetyczny, Warszawa 1989
6. Możdżeń S.: Zarys historii wychowania, cz. 1-3, Kielce 1992-1995; wyd. 2, Zarys historii wychowania, cz. 1: [do roku 1795], Kielce 1999
7. Możdżeń S.: Historia wychowania 1795-1918, Kielce 2000
8. Możdżeń S.: Historia wychowania 1918-1945, Kielce 2000
9. Wołoszyn S.: Dzieje wychowania i myśli pedagogicznej w zarysie, Warszawa 1964
10. Wołoszyn S.: Nauki o wychowaniu w Polsce w XX wieku, wyd. 2 poszerzone, Kielce 1998
11. Wroczyński R.: Dzieje oświaty polskiej 1795-1945, Warszawa 1980
12. Wroczyński R.: Dzieje oświaty polskiej do 1795 r., Warszawa 1983

05.0-3P-RPS-B13-WPP1

Introduction to Pedagogy

Semester I Lecture (L): 15 h

 Practical Work (PW): 15 h

Supervisor responsible for educational contents: Prof. PhD Henryk Cudak

ECTS points: 5

Assessment: exam

Educational targets:

- introducing students to scientific culture of pedagogy; diversity yet unity of methodological and educational research – combining traditional and modern critical orientations and trends in the field of educational sciences,
- transforming perception of education: from stereotypical to scientific and critical,
- the ability to conduct critical analysis; introduction into creative research of individual pedagogy, awareness of its consequences and rational guidelines,
- discovering and making oneself aware of individual pedagogical concepts, ideas, convictions and preferences,
- critical and reflective creation of individual students' pedagogical style,
- making students aware of practical usefulness of pedagogy in the process of affirmation of ideas, values, organizing educational structures and minimizing educational threats.

Contents:

Origin; structure versus tasks. Basic branches and subsections of pedagogy. Historical process of development of the knowledge about education ; contemporary status and usefulness. Pedagogy and its place among other sciences. The philosophical and psychological basics of pedagogical conceptions. Present methodological status of pedagogy and its transformations. Present transformations of educational practice. Development as a main aim of education in the light of major educational ideologies. Gaining personal identity in the process of lifelong education. Universal and lifelong education systems. Personal and professional structures of the teacher- form tutor towards the 20th century civilization. Components of educational process from the pedagogical perspective. Educational processes. Education as socially regulated form of culture transmission. Educational environment: family, school, class. Educational and teaching failures. Personal maturation as subject of education. Dangers facing children and youth.

Reading list:

1. Jaworska T., Leppert R. (red.): Wprowadzenie do pedagogiki. Wybór tekstów, Of. Wyd. „Impuls”, Kraków 1996
2. Kunowski S.: Podstawy współczesnej pedagogiki, Wyd. Salezjańskie, Warszawa 1993

3. Matyjas B., Ratajek Z., Trafiałek E.: Orientacje i kierunki w pedagogice współczesnej. Zarys problematyki, Wyd. Wszechnicy Świętokrzyskiej, Kielce 1997 (rozdz. 1-4)
4. Śliwerski B., Kwieciński Z. (red.): Pedagogika: podręcznik akademicki, WN PWN, Warszawa 2003 (t. I)
5. Wołoszyn S.: Nauki o wychowaniu w Polsce w XX w., Dom Wyd. „Strzelec”, Warszawa 1993 (lub Kielce 1998)

05.7–3P–RPS–B18–WKP3,4

Contemporary Pedagogical Research

Semester IV Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Henryk Cudak

ECTS points: 3 (semester III), 3 (semester IV)

Assessment: grade

Educational targets:

- introducing students to scientific culture of pedagogy; diversity yet unity of contemporary pedagogical trends and orientations,
- preparing students for perceiving and unaided solving of theoretical and practical problems in pedagogical activity,
- the ability to conduct critical analysis; introduction into creative research of individual pedagogy, awareness of its consequences and rational guidelines,
- critical and reflective creation of individual students' pedagogical style.

Contents:

Main theoretical and methodological trends in educational sciences. Pedagogical identity in the process of creation. Chosen educational ideologies of the 20th century. Currents in educational theory and practice development. Basic pedagogical antinomies. Post-modernistic pedagogical perspectives. Alternative pedagogy in the 21st century. Paulo Freire's Pedagogy of the Oppressed. Main currents and ideas in emancipation pedagogy. Basic premises of

radical pedagogy. I. Illich's deschooling ideology. Humanistic pedagogy. Antipedagogy. Feminist pedagogy. Intercultural education. Traditional school versus virtual school and media education. New trends in pedagogy versus new schools.

Reading list:

1. Gnitecki J., Palka S. (red.): Perspektywy i kierunki rozwoju pedagogiki, Kraków-Poznań 1999
2. Kwieciński Z. (red.): Alternatywy myślenia o/dla edukacji, Warszawa 2000
3. Kwieciński Z., Śliwerski B.: Pedagogika: podręcznik akademicki, Warszawa 2003
4. Matyjas B., Ratajek Z., Trafiałek E.: Orientacje i kierunki w pedagogice współczesnej (zarys problematyki), Kielce 1996 i wyd. nast.
5. Śliwerski B.: Współczesne teorie i nurty wychowania, Kraków 1998 i wyd. nast.
6. Witkowski L.: Edukacja i humanistyka. Nowe konteksty humanistyczne dla nowoczesnych nauczycieli, Warszawa 2000.
7. Wołoszyn S.: Nauki o wychowaniu w Polsce w XX wieku, Kielce 1996 i wyd. nast.

05.7–3P–RPS–B19–PPO3

Comparative Pedagogy

Semester III Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Ewa Kula PhD

ECTS points: 4

Assessment: grade

Educational targets:

- gaining knowledge about the functioning of contemporary educational systems and transformations and reforms conducted mainly in the second half of 20th century,
- underlining the influence that education has on inculcating and development of modern societies' culture; comparing and evaluating,
- analysing educational systems; main trends of their development – enriching students' knowledge and criticism in the context of Polish educational politics.

Contents:

Conditions for functioning of educational systems all over the world, their development and standards; EU educational politics priorities, e.g. Socrates, Leonardo and Tempus programmes. Establishment of the European Higher Education Area (due to the meaning of Bologna Process). Teacher training system in chosen countries. Polish educational system problems on the comparative background.

Reading list:

1. Adamczyk M., Ładyżyński A.: Edukacja w krajach rozwiniętych, Stalowa Wola 1999
2. Pachociński R.: Pedagogika porównawcza. Podręcznik dla studentów, Białystok 1995
3. Pachociński R.: Oświata XXI wieku. Kierunki przeobrażeń, Warszawa 1999
4. Edukacja w świecie współczesnym, pod red. R. Lepperta, Kraków 2000.
5. Europejski Obszar Szkolnictwa Wyższego. Antologia dokumentów i materiałów,
6. wybór i oprac. E. Kula i M. Pękowska, wyd. II poszerzone i uzupełn., Kielce 2006.
7. Delors J.: Edukacja. Jest w niej ukryty skarb, Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji, Warszawa 1998

05.9–3P–RPS–B20–PSP3,4

Social Pedagogy

Semester IV Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Bożena Matyjas:

ECTS points: 2 (semester III), 4(semester IV)

Assessment: exam

Educational targets:

- familiarization with functioning of different types of educational environments,
- familiarization with social conditioning functionality of and dysfunctions of different areas of social activity,
- inculcating social thinking and understanding the importance of social dialogue.

Contents:

Origin and factors conditioning the rise of social pedagogy. Profiles of precursors to and representatives of social pedagogy . Rules of social pedagogy methodology, research procedures for diagnosing various educational environments. Introduction to environmental factors conditioning educational processes. Analysis of conditions enabling people to fulfil their needs at all development phases and in different life situations. Discussion over extensive, extra-institutional spheres inculcating personality and living conditions of individuals and social groups; far- reaching role of local environment.

Reading list:

1. Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980
2. Wroczyński R.: Pedagogika społeczna, Warszawa 1985
3. Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995
4. Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001
5. Przecławska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

05.7–3P–RPS–B21–TW5

Theory of Education

Semester V Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Małgorzata Kaliszewska PhD

ECTS points: 5

Assessment: exam

Educational targets:

- familiarization with subjects of Theory of Education, discourses and disputes; structure of Theory of Education , basic terms and areas of research,
- active study of the literature from the field of theory of education; different educational conceptions and theoretical depictions of educational processes, targets, forms, methods and means,
- introducing students to open- minded thinking about education; critical discussion about educational theory and activities, attempts at creative depiction of form tutor role and designing educational activities

Contents:

Cognitive and research areas of Theory of Education. Intentional educational process. Educational situations as educational process integral elements. Intentional education-theology of education. The basics of purposefulness of education versus educational targets' sources. Subjectivity of education. Efficacy of education. Basic branches of Theory of Education (moral, mental and aesthetic) and their integration .School educational system. Basic educational methods: rewarding, punishing, setting example and persuasion versus functional method. "Arousing" child through dialogue in educational conversation. Eristic and the art of negotiation. Methodology of trans-analysis. Children's school games. Form tutor's personality. Pedagogical competences of form tutor. New perspectives of training future form tutors: education "form dialogue to dialogue". Designing educational activities and making educational plans. Educational activity versus self- education.

Reading list:

1. Górniewicz J.: Teoria wychowania (wybrane problemy), Toruń-Olsztyn 1995
2. Konarzewski K.: Podstawy teorii oddziaływań wychowawczych, Warszawa 1982
3. Łobocki M.: ABC wychowania, Warszawa 1992
4. Łobocki M.: Teoria wychowania w zarysie, Kraków 2003
5. Radziejewicz J.: O planowaniu pracy wychowawczej, Warszawa 1989
6. Schulz R.: (oprac. i wybór.). Antropologiczne podstawy wychowania, Warszawa 1996

05.1–3P–RPS–B22–DO3,4

General Didactics

Semester IV Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Kazimiera Dutkiewicz PhD

ECTS points: 2 (semester III), 4(semester IV)

Assessment: exam

Educational targets:

- introducing students to knowledge essential for practical activities,
- evoking critical reflection about decision making; planning and realization of didactic process.

Contents:

Didactics: targets and tasks. Didactics as a science, didactic research methods. Basic didactic terms: teaching, studying, educating, etc. didactic systems. Targets and educational contents. Process of education. Structural and programme reforms of education system in Poland. Teaching principles and methods. Didactic means. Organization of educational process. Programmed instruction. Multimedia educational programs. Control and assessment in educational process. School failures and successes conditioning.

Reading list:

1. Bereźnicki F.: Dydaktyka kształcenia ogólnego, Kraków 2001
2. Kruszewski K. (red.): Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich, Warszawa 1991
3. Kupisiewicz Cz.: Dydaktyka ogólna, Warszawa 2000
4. Okoń W.: Wprowadzenie do dydaktyki ogólnej, Warszawa 1996
5. Pólturzycki J.: Dydaktyka dla nauczycieli, Toruń 1997

05.6–3P–RPS–B23–PSC3

Special Pedagogy

Semester III Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Mirosław Rutkowski PhD

ECTS points: 5

Assessment: exam

Educational targets:

- introducing students to theoretical issues of Special Pedagogy and practical aspects of teaching and educating people with special educational needs,

- familiarization with contemporary targets and tasks of special pedagogy; special pedagogy among other sciences,
- familiarization with comprehensive branches of special pedagogy, their scope and subject of interest- common problems of special education, care and social support against other countries' systems,
- developing the ability to use theoretical knowledge for identifying educational, didactic and revalidation needs of the disabled.

Contents:

Contemporary methodology of special pedagogy; systematics and teleology. Valorization of the disabled lives: education, welfare and rehabilitation of the disabled - cultural and social conditioning; the evolution of social thinking about the role and place of the disabled in the society. Problems of the education and social integration of the disabled. Standard principles for equalizing chances of the disabled in United Nations and European Council's documents; educational and therapeutic interactions. Therapeutic and educational proceedings- currents and forms. The application of humanistic educational methods in special pedagogy. Functions, targets, scope and methods of special pedagogy in pre-school education (early intervention to corrects and compensate development deviations; special pedagogical help for disabled child's family; pedagogical diagnostics and therapy). Special education in compulsory education; preparation for having a job. Special pedagogy functions in common education: integrated education; premisses, levels and forms of school integration; factors conditioning successful integration; scope, targets and principles of orthodidactics. Special pedagogy towards reintegration and social and vocational revalorisation of disabled adults; eliminating subjective barriers to the process of readaptation. Social forms of welfare and educating the disabled: non-governmental organizations and the disabled foundations. The role of media in the special pedagogy targets realization. Detailed scope and specificity of the revalidation of the mentally, sensorial, somatic, linkage, motor disabled and autistic people; the specificity of assisting extremely gifted children and ones with school difficulties.

Reading list:

1. Dykcik W. (red.): Pedagogika specjalna, Wyd. Naukowe UAM, Poznań 2001
2. Sowa J., Wojciechowski F.: Rehabilitacja w kontekście edukacyjnym, Wyd. Oświatowe "Fosze", Rzeszów 2001

3. Sowa J.: Pedagogika specjalna w zarysie, Wyd. Oświatowe "Fosze", Rzeszów 1997
4. Sękowska Z.: Wprowadzenie do pedagogiki specjalnej, Wyd. WSPS, Warszawa 1998
5. Dykcik W. (red.): Nowatorskie i alternatywne metody w praktyce pedagogiki specjalnej. Wyd. UAM, Poznań, 2001

05.6–3P–RPS–B24–PRS3

Pedagogy of Correction

Semester III Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Tadeusz Sakowicz PhD

ECTS points: 5

Assessment: exam

Educational targets:

- introducing students to Pedagogy of Correction as special pedagogy's sub-discipline- basic terms, history,
- familiarization with different branches of pedagogy of correction,
- familiarization with social maladjustment phenomena, its aetiology and ways of counteracting,
- gaining knowledge on correction institutions and their functioning,
- discussing the basis of social rehabilitation,
- introducing students to principles of education in social rehabilitation, latest methods of influencing resocialization (in and outside the penitentiary institutions),
- preparing students for conducting social rehabilitation activities, using diverse methods of designing them.

Contents:

Scope, principles and methods of education in social rehabilitation. Development of social rehabilitation as science. Social maladjustment phenomena: aetiology, symptoms, conditioning, therapeutic methods. Psychopathy: conditioning, methods of psychopathic individuals social rehabilitation. Social rehabilitation and assisting institutions: legal foundations, organization of work in chosen institutions (Detention in custody pending inquiry, Remand Centres, temporary shelter for minors provided by the police (“Policyjna Izba Dziecka”) , Emergency Shelter, Juvenile Court, Penal Institutions, Reformatory, Family Welfare Centres). Social rehabilitation and prophylaxis in open environment; foster family, court guardianship, community centres and youth clubs. Social rehabilitation and therapy of addicted people.

Reading list:

1. Pospiszyl K.: Psychopatia, Warszawa 2000
2. Pytka L.: Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne i metodyczne, Warszawa 2001
3. Lipkowski O.: Resocjalizacja, Warszawa 1976
4. Kalinowski M., Pełka J.: Zarys dziejów resocjalizacji nieletnich, Warszawa 2003
5. Ostrihanska Z., Greczuszkin A.: Praca z indywidualnym przypadkiem w nadzorze rodzinnego kuratora sądowego, Lublin 1999

05.5–3P–RPS–B25–AG4

Andragogics

Semester IV Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Sylwester Scisłowicz PhD

ECTS points: 4

Assessment: grade

Educational targets:

- gaining historical and latest knowledge about diverse aspects of social functioning of the adults,
- encouraging students in their way to lifelong self-education and self- realization,

- developing in students the ability to solve and predict problems, not their own, but also those occurring between them and other people and social problems in general,
- inculcating students with prosocial and pro- subjective attitudes,
- introducing students to stimulating methods of teaching and training adults.

Contents:

Origin and evolution of andragogics: psychological aspects of adult and old people's functioning; rudiments and targets of andragogics (adult education) and gerontology; contemporary theories of adult education; methodological dilemmas in andragogics; problems of adults' lifelong education; satisfying cultural and educational needs of adult and old people; physiological and social aspects of adult education; alienation versus self-realization of adults; the importance of self-control, self-evaluation, self-correction and will, freedom and self-responsibility of adults in the process of self-creation, creating others and the world in general. Active, functional recognition, presentation and searching for methods of assisting adults with lifelong education.

Reading list:

1. Aleksander T.: Andragogika, Ostrowiec Św. 2002
2. Malewski M.: Andragogika w perspektywie metodologicznej, Wrocław 1991
3. Pachociński R.: Andragogika w wymiarze międzynarodowym, Warszawa 1998
4. Pietrasiński Z.: Rozwój człowieka dorosłego, Warszawa 1990
5. Pólturzycki J.: Akademicka edukacja dorosłych, Warszawa 1994
6. Turowski L.: Andragogika ogólna, Warszawa 1999
7. Wujek T.(red): Wprowadzenie do andragogiki, Warszawa 1996

05.9–3P–RPS–B26–PPR4

Labour Pedagogy

Semester IV Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Prof. PhD Zdzisław Stoliński

ECTS points: 3

Assessment: grade

Educational targets:

- elucidation of the importance and place of work in people's lives ; ways of preparing children and youth for professional activity,
- developing interpersonal communication skills.

Contents:

The rudiments and targets of labour pedagogy; human-education-work as basic frames of reference in labour pedagogy. Theoretical and methodological rudiments of labour pedagogy. Labour pedagogy among natural sciences and labour sciences. Problem areas in labour pedagogy. Pre-vocational, vocational and pro-vocational education, lifelong education. Vocational education, in-service training and in-service education. Stages of professional development; promotion. Job versus choosing profession. Professional orientation. Diagnosing and maintaining professional usefulness of the employees. Active job search. Designing professional career; the art of presentation, negotiation and interpersonal communication. Education versus problem of unemployment: social and pedagogical counselling.

Reading list:

1. Kwiatkowski S. M., Symela K. (red): Standardy kwalifikacji zawodowych. Teoria metodologia projekty, Warszawa 2001
2. Kwiatkowski S. M.: Kształcenie zawodowe. Dylematy teorii i praktyki, Warszawa 2001
3. Bogaj A.: Relacje między kształceniem ogólnym a zawodowym. Kwiatkowski S.M. (red), Kształcenie zawodowe w warunkach gospodarki rynkowej. Warszawa 1994
4. Nowacki T.: Podstawy dydaktyki zawodowej, Wydanie 4, Warszawa 1983
5. Pietrański Z.: Podstawy psychologii pracy, Warszawa 1971
6. Wiatrowski Z.: Podstawy pedagogiki pracy, Bydgoszcz 2000

GROUP C, MAJOR SUBJECTS

05.0–3P–RPS–C27–PED6

Pedeutology

Semester VI Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Prof. PhD Wanda Drózka

ECTS points: 3

Assessment: grade

Educational targets:

- gaining knowledge about teacher profession and latest trends in pedeutological reflection;
- familiarization with situation of teachers, ways of their instruction and professional development in other countries,
- understanding the importance of teacher profession, their role and place in society and culture,
- inculcating professional consciousness and identity of future teachers,
- inspiring students to critical social and educational reflection,
- inspiring students to reflection on ethical basis of the teacher profession: difficulties of teacher job.

Contents:

Currents in pedeutology, the state of research on teacher profession, the portrayal of teacher in pedeutological thought. Professional identity and philosophy. Personal pedagogical conceptions and visions of school. Educational worth of teacher profession. Professional development of teachers, problems in training teachers, teachers' pedagogical competences. Motives for choosing profession. Promotion and complementary education. Teacher's social status. Economic location, realities of teacher profession. The ethos and ethics of teacher profession. Pedagogical style- definition, identification, characteristics; pedagogical style versus professional experience. The role of a teacher resulting from changing philosophy of education.

Reading list:

1. Dróżka W.: Młode pokolenie nauczycieli. Studium autobiografii młodych nauczycieli polskich lat dziewięćdziesiątych, Kielce 1997
2. Dróżka W.: Nauczyciel. Autobiografia. Pokolenie. Studia pedeutologiczne i pamiętnikoznawcze, Kielce 2002
3. Dróżka W., Gołębiowski B.: Współczesne zagadnienia zawodu nauczyciela, Kielce 1995
4. Kotusiewicz H., Kwiatkowska, Zaczyński W.: Pedeutologia badania i koncepcje logiczne, Warszawa 1993
5. Legowicz J.: O nauczycielu - filozofia nauczyciela i wychowania, Warszawa 1975

10.9–3P– RPS–C28–PPO05

Legal Foundations and Organization of Education

Semester V Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Stanisław Majewski PhD

ECTS points: 3

Assessment: grade

Educational targets:

- developing knowledge of historical ways of development and contemporary trends promising to change both theory and practice of management,
- developing the ability to run and manage educational institutions,
- developing the ability to organize workplace,
- introducing students to legal foundations of education, rights and duties of teachers and other educational workers, competences of people responsible for proper functioning of educational system on different levels.

Contents:

Basic terms from the field of management. Development of various theories of organization and management: theory of scientific work organization, classical theory of organization, behavioural school, contemporary approach to the theory of organization- systemic and situational view. General theories of management with reference to management in education.

An historical outline of the activity of national educational institutions in Poland from the 17th to the 20th century: period of activity of Committee of National Education, partition Poland, Second Polish Republic, Second World War and the Polish People's Republic. Transformations that organisation of educational institutions have undergone during the period of political system's transformation: transformation from centralist system to decentralization, increase of the competences of the first management level, school and educational institutions' headmasters, school autonomy, socialization of the management process. School as and organization; school management. Specificity of running an educational institution; human and material resources management. Legal and professional status of a teacher. Organization, competences and targets of school supervision.

Reading list:

1. Balicki M.: Zarządzanie szkolnictwem w Polsce (studium historyczno-porównawcze), Białystok 1978
2. Bogaj A., Kwiatkowski S. M., Szymański M. J.: Edukacja w procesie przemian społecznych, Warszawa 1998
3. Elsner D.: 20 problemów pracy własnej dyrektora szkoły, Jelenia Góra 1992
4. Encyklopedia organizacji i zarządzania, Warszawa 1981
5. Homplewicz J.: Zarządzanie oświatowe. Zarys problematyki oświatowej teorii organizacji, Warszawa 1982
6. Kobyliński W. (red.): Organizacja i kierowanie szkołą. Prace zespołu badawczego, Warszawa 1990
7. Kobyliński W.: ABC organizacji pracy nauczyciela, Warszawa 1988
8. Kobyliński W.: Podstawy organizacji i kierowania w oświacie, Radom-Warszawa 1994
9. Pęcherski M., Świątek M.: Organizacja oświaty w Polsce w latach 1917-1977. Podstawowe akty prawne, wyd. 2 zmienione i rozszerzone, Warszawa 1978
10. Smołalski A.: Historyczne podstawy teorii organizacji szkolnictwa w Polsce, t. 1-3, Kraków 1999

15.0-3P-RPS-C29-ME2

Media in Education

Semester II Lecture (L): 15h

 Practical Work (PW): 15 h

Supervisor responsible for educational contents: Stefan Krawczyk MA

ECTS points: 3

Assessment: grade

Educational targets:

- introducing students to the basis for action and maintenance of the technical means used in didactics,
- familiarization with existing, but still not being used in Poland, new media,
- developing the ability to use computer in the didactic process,
- introducing students to various techniques of preparing didactic materials for visual and audio-visual presentations; digital technique.

Contents:

Presentation in the process of communication. Methods of sound recording: analogue (magnetic and mechanical) and digital (CD-R and Minidisk). Analogue TV-signal recording (VHS, SVHS, Hi-8). Digital TV-signal recording (mini DV, digital-8, DVD, DVD+RW). Digital static computer image (photo-CD) and digital camera (Memory Stick, SD, CF) recording. DVD- digital video disc; digital audio- video hi-resolution recording. Home Cinema System- Dolby Prologic, Dolby Digital, DTS. Data projectors- LCD, DLP, CRT. Multimedia PC (MPC) as didactical aid (non-linear video assembly, audiovisual presentations, slides- designing and printing).

Reading list:

1. Gajda J., Juszczak S., Siemieniecki B., Wenta K.: Edukacja medialna, Toruń 2002
2. Goban-Klas T.: Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu, Warszawa 1999
3. Łasiński G.: Sztuka prezentacji, Poznań 2000
4. Bogaj A., Kwiatkowski S.M.: Infrastruktura medialna szkół, Warszawa 2000
5. Kwartalnik „Edukacja medialna”

12.7–3P–RPS–C30–EZ6

Health Education

Semester VI Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Bożena Zawadzka PhD

ECTS points: 3

Assessment: grade

Educational targets:

- arousing students' interest in health issues and supporting their actions in the field of: identifying and solving their own health problems, social and personal development, other people's health protection and creating healthy physical and social environment,
- preparing future teachers and form tutors for realization of the educational path on 'Health Education' at all educational stages and working with other groups of people at health education issues.

Contents:

Health as key term in health education. Main health problems- ways of prevention. Health education- the theoretical and methodological basis. Health promotion. Personal hygiene, hygiene of environment. Safety- accidents, injuries and poisonings prevention. Health feeding. Physical activity. Mental health and sexuality–chosen aspects. Psychoactive substances.

Reading list:

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

13.9–3P–RPS–C31–EE6

Ecological Education

Semester VI Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Mirosława Parlak PhD

ECTS points: 3

Assessment: grade

Educational targets:

- developing environmental consciousness and care,
- inculcating students with a sense of responsibility for their actions,
- gaining knowledge of ecology,
- developing skills and abilities necessary for environment protection,
- developing the ability to form rational opinions based on the analysis of evidence and future's evaluation,
- understanding the need of balanced development,
- elucidation of the connections between personal, social and environmental dimension of education,
- the ability to use the environment as a source of knowledge and inspiration for development of wide-ranging skills.

Contents:

International ecological recommendations. Ecology as philosophy and way of living. Rudiments of ecophilosophy. Deterioration of inanimate nature -local and global problems. Threats to natural resources. Development of ecological consciousness. The educational process' contribution towards the rise of ecological consciousness.

Reading list:

1. Aleksandrowicz J: Sumienie ekologiczne, Wiedza Powszechna, Warszawa 1988
2. Bonenberg K.: Etyka środowiskowa, założenia i kierunki, Ossolineum, 1992
3. Cichy D.: Przygotowanie młodzieży do ochrony i kształtowania środowiska, LOP, Warszawa, 1984
4. Domka L.: Kryzys środowiska a edukacja dla ekorozwoju, Wyd. UAM, Poznań 1996
5. Kalinowska A.: Ekologia – wybór przyszłości, Editions – Spotkania, Warszawa 1992

05.9–3P–RPS–C32–MPOW5

Methodology of Guardian and Educational Work

Semester V Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Jolanta Biała PhD

ECTS points: 4,5

Assessment: exam

Educational targets:

- the ability to identify needs in the field of the upbringing in families and local guardian and educational institutions,
- improving methods, contents and forms of guardian and educational work in schools and guardian and educational institutions,
- encouraging students in self-education and self-improvement,
- the ability to combine theory with practice in drawing conclusions connected with their educational work,
- evaluating effects of educational and guardian work; educational work in institutional and family childcare- forecast.

Contents:

Rudiments and targets of guardian and educational work methodology. Forms of childcare. Guardians and wards- organizational structure. Principles of forming groups in educational and guardian institutions. Characteristics and problems of running educational/ guardian institutions and leading pedagogic team. Material basis of educational/ guardian institution versus its targets in the field of material help for children and youth. Educational/ guardian institutions' targets in the field of children's mental development and school education. Educational/ guardian institution as a centre of children's cultural life. Causes of domestic violence against children. Forms of institutional help for domestic violence victims- social program of action. Causes of conflicts between parents and children. Methods of solving problems. School educational and guardian system. Development threats to child at school. Contemporary conditioning of childcare system in Poland; local childcare systems. Designing

educational/ guardian work. Knowing children and youth better as a prerequisite for effective guardian and educational work. Chosen problems of guardian work with socially maladjusted pupil/ student at school. Homelessness as social phenomena. Governmental and environmental institutions versus the problem of homelessness.

Reading list:

1. Dąbrowski Z.: Wprowadzenie do metodyki opieki i wychowania w domu dziecka, Warszawa 1995
2. Pomykała W. (red.): Encyklopedia Pedagogiczna, Warszawa 1993
3. Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, T. I i II, Kielce 2002
4. Kamińska U.: Zarys metodyki pracy opiekuńczo-wychowawczej w instytucjonalnych i rodzinnych formach opieki, Katowice 2002
5. Maksymowicz A.: Metodyka pracy opiekuńczo-wychowawczej, Olsztyn 1985
6. Kolankiewicz M. (red.): Zagrożone dzieciństwo. Rodzinne i instytucjonalne formy opieki nad dzieckiem, Warszawa 1998

05.9–3P–RPS–C33–DP5

Pedagogical Diagnostics

Semester V Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Elżbieta Lisowska PhD

ECTS points: 4,5

Assessment: exam

Educational targets:

- familiarization with diagnosing in social pedagogy,
- types of diagnosis: individual cases diagnosis, social groups diagnosis, local communities diagnosis, functioning of educational/ guardian institutions diagnosis, diagnosis of educational needs of individuals and groups;
- developing research ability, necessary for controlling teaching process (education, guidance, teaching),
- developing the ability to recognize and describe pedagogical phenomena by means of proper research methods and techniques; evaluate and interpret

diagnosed phenomena; designing preventive and repair actions, verifying and evaluating their effects.

Contents:

Importance of diagnosis to pedagogical work. Diagnostic errors and their sources. Diagnosing educational and tutorial needs. Individual cases and environmental diagnosis. Identifying educational difficulties and failures (identifying difficult situations and school loads, school anxiety and phobia). Diagnosis of educational and guardian functions of school; cooperation between school educationalist, teachers and parents. Diagnosis of family environment, family functions, mistakes in education. Identifying child abuse and neglect (negligence, physical, mental and sexual abuse). Informal peer groups diagnosis.

Reading list:

1. Brągiel J.: Zrozumieć dziecko skrzywdzone, Opole 1996
2. Gurycka A.: Błąd w wychowaniu, Warszawa 1990
3. Lepalczyk I., Badura J. (red.): Elementy diagnostyki pedagogicznej, Warszawa 1994
4. Lisowska E.: Wprowadzenie do diagnostyki pedagogicznej, Kielce 2003
5. Meighan R. (red.): Socjologia edukacji, Toruń 1993

GROUP D, SPECIALIZED COURSES

12.2–3P–RPS–D34–PSKL5

Clinical Psychology

Semester V Lecture (L): 30h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Irena Pufal-Struzik

ECTS points: 5,5

Assessment: exam

Educational targets:

- **Cognitive targets:**
 - introducing students to the causes and types of mental health pathologies,

- **Practical targets:**
 - understanding the importance of educationalist to disorders prophylaxis and prompt briefing parents (institutions) on child's developmental irregularities,
 - developing the ability to work with aggressive, extremely gifted, neurotic and sick child and children with anxiety disorders,
- **Educational targets:**
 - inculcating students with proper attitude towards people with disorders,
 - preparing students for self-education in the field of problems of psychological nature in human functioning.

Contents:

Health and illness- definitions. Chosen conceptions of mental health. Biopsychical and environmental causes of developmental, behavioral, personality, psychotic and neuridynamical disorders. Symptomatology of individual disorders. Effects of disorders on children and adults' didactic and social functioning. Basic principles of environmentally conditioned disorders prophylaxis; psychotherapy and treatment. Chosen legal problems in dealing with mentally ill people.

Reading list:

1. Bishop G.D.: Psychologia zdrowia, Astrum, Wrocław 2000
2. Carson R.C., Butcher J.N., Mineka S.: Psychologia zaburzeń, t.1 i 2, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003
3. Meyer R.G., Psychopatologia, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
4. Popielarska A., Popielarska M.: Psychiatria wieku rozwojowego, PZWL, Warszawa 2000
5. Rosenhan D.L., Seligman M.E.P.: Psychopatologia, Polskie Towarzystwo Psychologiczne, Warszawa 1994

14.9–3P–RPS–D35–PPP5

Foundations of Psychological Support

Semester V Lecture (L): 30h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Bogumiła Witkowska PhD

ECTS points: 4

Assessment: grade

Educational targets:

- introducing students to theoretical rudiments of psychotherapy and other forms of psychological support,
- gaining general knowledge of psychological support,
- developing practical ability to establish contact with people with psychological problems.

Contents:

Psychological help: forms and conditioning. Basic principles of psychological intervention , supporting people in psychological crisis. Psychological rehabilitation, supporting people after unanticipated loss of physical fitness. Psychoprophylaxis, psychological counselling. Basic currents in psychotherapy. Therapeutic factors in psychotherapy. Basic methods and techniques used in psychotherapy.

Reading list:

1. Aleksandrowicz J.: Psychoterapia medyczna, PZWL, Warszawa 1996
2. Badura–Madej W.: Wybrane zagadnienia interwencji kryzysowej, 1996
3. Czabała J.: Czynniki leczące w psychoterapii, PWN, Warszawa 1997
4. Grzesiuk, L. (red.): Psychoterapia. Szkoły, zjawiska, techniki i specyficzne problemy, PWN, Warszawa 1994
5. Strojnowski J.: Psychoterapia. Poradnik dla osób, które chcą się odnaleźć oraz dla ich terapeutów

05.7-3P-RPS-D34-POP2

Pedagogy of Care

Semester II Lecture (L): 30h

Practical Work (PW): 30 h

*Supervisor responsible for educational contents: Prof. PhD Bożena Matyjas,
Renata Stojecka-Zuber PhD*

ECTS points: 5

Assessment: exam

Educational targets:

- familiarizing students with views on pedagogy of care, children, form tutors and created by themselves educational systems and their possible usage in contemporary world,
- presentation of various types of form tutors: activist, researcher and community worker as role models preventing from insensitivity and professional burnout and setting example of proper perception of children's needs,
- introducing students to contemporary child welfare targets, history and transformation throughout ages,
- understanding the importance of family to the process of upbringing; basic tasks of assisting families organizations,
- arousing interest in child care: increasing once gained knowledge and lifelong complementary education.

Contents:

History of pedagogy of care practice and thought. Introduction to pedagogy of care; forerunners. Child care system: structure and functions, transformations, contemporary view. Educational and tutorial functions of family. Preparing educationalists for educational, tutorial and social work in changing social reality. Supporting children and family in local environment.

Reading list:

1. Badora S., Marzec D.: Twórcy polskiej pedagogiki opiekuńczej, Częstochowa 1995
2. Brągiel J., Badora S. (red.): Formy pracy opiekuńczo-wychowawczej, Częstochowa 1997
3. Kelm A.: Węzłowe problemy pedagogiki opiekuńczej, Warszawa 2000
4. Lalak D., Pilch T.: Elementarne pojęcia pedagogiki społecznej i pracy socjalnej, Warszawa 1999
5. Maksymowicz A.: Pedagogika opiekuńcza, Olsztyn 1990
6. Matyjas B.: Aktywność kulturalna dzieci i młodzieży w teorii i praktyce pedagogicznej Janusza Korczaka, Kielce 1996

14.4-3P-RPS-D37-PSNS6

Psychology of Social Unadaptability

Semester VI Lecture (L): 30h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Jolanta Szczurkowska PhD

ECTS points: 5,5

Assessment: exam

Educational targets:

- familiarization with psychological causes and mechanics of developing conduct disorders.

Contents:

Chosen views on social unadaptability. Symptoms of social unadaptability: school failures, truancy and runaway- causes, specificity, after- effects. Aggression- mechanics and functions of aggressive behaviour; suicides- motives, suicidal syndrome, types of suicide, specificity of child suicides. Drug addiction- types of addiction, motives, risk factors, types of future drug addicts' families, after- effects, chosen psychocorrection methods. Nicotine addiction- start of smoking, model of smoking regulation, influence of environment, emotional tension versus smoking, quitting smoking and recurrences. Alcoholism- motives and drinking models, state after alcohol consumption and stages of becoming addicted to alcohol, symptoms and etiology, after-effects and ways of treating alcoholism. Membership of sects and subcultures- types of sects, ways of recruitment and life in a sect, control of consciousness and stages of its obtaining, after-effects, causes and mechanics of functioning in destructive subcultures, lifestyle. Types of social unadaptability: criminal behaviour- typology, types of criminals and their self evaluation, prostitution, causes of criminal behaviour. Neurotic behaviour- basic terms, K. Horney's neurotic disorders etiology, neurotic behaviour according to H.J. Eysneck. Psychopathic behaviour- symptoms, causes, psychopathic personality structure, psychopathic qualities, psychopathic behaviours' biological conditioning.

Reading list:

1. Cekiera C.: Ryzyko uzależnień, Towarzystwo naukowe KUL, Lublin 1994
2. Hassan S.: Psychomanipulacja w sektach, Wydawnictwo „Ravi”, Łódź 1997
3. Pospiszyl K.: Psychopatia. Istota, przyczyny i sposoby resocjalizacji antysocjalności, 1985
4. Pospiszyl K., Żabczyńska E.: Psychologia dziecka niedostosowanego społecznie, PWN, Warszawa 1985.
5. McWhirter J. J., McWhirter B. T., McWhirter A. M., McWhirter E.H.: Zagrożona młodzież, Państwowa Agencja Rozwiązywania Problemów Alkoholowych, Warszawa 2001

10.9–3P–RPS–D38–PRRR7,8

Legal Foundations of Social Rehabilitation

Semester VIII Lecture (L): 60h

Supervisor responsible for educational contents: Rev. Prof. PhD J. Śledzianowski

ECTS points: 2 (semester VII), 2 (semester VIII)

Assessment: pass

Educational targets:

- familiarization with the law of Republic of Poland, especially acts, regulations and decrees applying to social rehabilitation,
- developing the ability to use law on family relations in the process of social rehabilitation,
- developing the ability to use penitentiary law for realization social rehabilitation aims and targets,
- familiarization with principles and organization of penal apparatus.

Contents:

Law system of Republic of Poland and constitutional social politics of Poland. sources of penitentiary law of Republic of Poland. Penal apparatus. Supervision of penalty infliction and preliminary custody. General principles of penalty infliction. Legal foundations of post-penitentiary aftercare. Effectiveness of penalty infliction and social rehabilitation system in normative reality of Republic of Poland.

14.9–3P–RPS–D39–PAT6,7

Social Pathology

Semester VIII Lecture (L): 60h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Rev. Prof. PhD. Jan Śledzianowski

ECTS points: 4 (semester VI), 7,5 (semester VII)

Assessment: exam

Educational targets:

- gaining knowledge of various escalating social pathologies,
- introducing students to causes of pathologies' environmental, national and global conditioning,
- developing the ability to identify and counteract pathological phenomena,
- discussion about the after-effects of social pathology; preventive and educational indicators, minimizing the scope of disorders.

Contents:

Social pathology and its place among other sciences: sociology, medicine, psychology and pedagogy. Factors influencing the development of social pathologies: variable of given subculture, variable of personality types, social conditioning (urbanization, industrialization, human migration). Family breakdown as a source of social pathologies. Unemployment as one of the sources of social, family and individual degradation. Degradation of societies, families and individuals as a result of unemployment. Toxicomania as a phenomenon of social pathology- chosen conceptions of addiction, direct and indirect after-effects. Drug addiction and alcoholism versus criminality. Typology and characteristics of youth subcultures, pseudo-religious movements and sects. Prostitution and sexual violence. Aggression and violence as social pathology's reverberations: infanticide, assassination, suicide. Counteracting social pathologies: personal and individual involvement, voluntary work in social organizations, parishes and religious communities.

Reading list:

1. Bieliński E., Sołtysiak T (red): Psychologia społeczna w strukturze przeobrażeń ustrojowych Polski, Bydgoszcz 1994
2. Duracz-Walczak: W kręgu problematyki bezdomności polskiej, Warszawa-Gdańsk 2002

3. Podgórecki.A.: Patologia życia społecznego, Warszawa 1969
4. Sołtysiak T. (red): Zjawiska patologii społecznej, Bydgoszcz 1995
5. Śledzianowski J.: Alkoholizm i inne zjawiska patologii społecznej, Warszawa 1991

05.6–3P–RPS–D40–DWR7,8

Diagnostics in Rehabilitative Education

Semester VIII Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Elżbieta Lisowska PhD

ECTS points: 2 (semester VII), 3,5 (semester VIII)

Assessment: exam

Educational targets:

- familiarization with possibilities of social phenomena diagnosis,
- gaining knowledge of models and stages of rehabilitative diagnosis,
- familiarization with basic research methods, techniques and tools, useful for social pathologies diagnosis,
- introducing students to research tools useful for social unadaptability diagnostics.

Contents:

Theoretical rudiments of pedagogical diagnostics (developed diagnosis; methods of conducting identifying, case, phase and prognosis diagnosis and diagnosis of importance). Polish system of social unadaptability diagnosis; following diagnostic procedures (detection, selective and rehabilitative level). Sources of diagnostic knowledge. Chosen issues of social pathologies' diagnosis: family violence, violence in social/educational/rehabilitative institutions, violence in youth subcultures, alcoholism and drug addiction diagnosis. Characteristics of research tools useful for identifying and case diagnosis of social maladjustment.

Reading list:

1. Bandura-Madej W.: Wybrane zagadnienia interwencji kryzysowej, Warszawa 1996
2. Jamrózek M.: Formułowanie diagnoz w praktyce, „Problemy Opiekuńczo-Wychowawcze”, 9/10/1989
3. Kawula S.: Diagnozowanie potrzeb opiekuńczo-wychowawczych środowiska rodzinnego, Warszawa 1978
4. Ziemiński S.: Problemy dobrej diagnozy, Warszawa 1973
5. Kmiecik-Baran K.: Młodzież i przemoc, Warszawa 1999

14.9–3P–RPS–D41–PRS8,9

Social Prophylaxis

Semester IX Lecture (L): 45h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Anna Kieszowska PhD

ECTS points: 4 (semester VIII), 3,5 (semester IX)

Assessment: exam

Educational targets:

- introducing students to issues of social prophylaxis in environment,
- familiarization with basic protecting society and counteracting pathology actions,
- preparing students for conducting preventive and educational workshops in the environment,
- gaining knowledge and abilities that enable conducting proper preventive actions.

Contents:

Prophylaxis and guardianship in the open environment. Pedagogical prophylaxis. Punishable acts prophylaxis. System of care of children from endangered families. Plane of action of preventive and rehabilitative actions. Preventive treatment. The role of probation officer in social prophylaxis. Psychoprophylaxis.

Reading list:

1. Dziewięcki M.: Nowoczesna profilaktyka uzależnień, Kielce 2001
2. Gaś Z.: Zapobieganie uzależnieniom uczniów, Warszawa 1997
3. Jasiński Z., Mudrecka I. (red.): Profilaktyka i resocjalizacja działalności ochotniczych hufców pracy, Opole 2001

4. Nowak A. (red.): Wybrane zjawiska powodujące zagrożenie społeczne, Kraków 2000
5. Szamańska J.: Programy profilaktyczne. Podstawy profesjonalnej psychoprofilaktyki, Warszawa 2000
6. Telka L.: Programy profilaktyki uzależnień, Katowice 2000

05.6–3P–RPS–D42–MWR7,8

Methodology of Rehabilitative Education

Semester VIII Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Tadeusz Sakowicz PhD

ECTS points: 3,5 (semester VII), 2,5 (semester VIII)

Assessment: exam

Educational targets:

- gaining knowledge about methodology of rehabilitative education as the most efficient way of changing hostile and destructive attitudes of people with criminal records,
- familiarization with different methods of resocializing treatment,
- understanding the importance of designing, realization and evaluation of resocializing treatment on the example of the dynamics of community life and social problems.

Contents:

Methods of rehabilitative education, stages of social rehabilitation process. Chosen methods of rehabilitative education (the role of sport and recreation, plastic arts, music, theatre and group work; the role of family values under conditions of social isolation, the role of faith and religious communities). Prophylaxis- preventing juvenile deviation (deterrent, excluding - symptomatic, excluding- forestall, creative prophylaxis). Preparing youth for independent life at large.

Reading list:

1. Czapów C.: Wychowanie resocjalizujące, Warszawa 1998
2. Górski S.: Metodyka resocjalizacji, Warszawa 1985

3. Konopnicki M.: Twórcza resocjalizacja. Wybrane metody pomocy dzieciom i młodzieży, Warszawa 1996
4. Kawula S., Machel H. (red.): „Młodzież a współczesne dewiacje i patologie. Diagnoza – profilaktyka – resocjalizacja., Gdańsk-Toruń 1994
5. Sawicka K. (red.): Socjoterapia, Warszawa 1999

05.6–3P–RPS–D43–TWR7,8,9,10

Techniques in Rehabilitative Education

Semester VIII Practical Work (PW): 120h

Supervisor responsible for educational contents: Tadeusz Sakowicz PhD

ECTS points: 3,5 (semester VII), 2,5 (semester VIII), 2,5 (semester IX), 2,5 (semester X)

Assessment: grade

Educational targets:

- familiarization with sociotechnics used in the process of social rehabilitation,
- preparing students for unaided selection of adequate sociotechnics to individual case of social wrongdoing,
- developing the ability to use properly positive sociotechnics towards wards,
- familiarization with basic techniques and difficulties in applying sociotechnics in the process of social rehabilitation,
- developing the ability to draw up an outline of rehabilitative activities (with the use of sociotechnics),
- familiarization with the basics of psychological help in social rehabilitation,
- gaining the knowledge of basic techniques of psychological treatment: in the individual, group and family contact,
- increasing interpersonal abilities, serving rehabilitative purposes.

Contents:

Sources, targets and rudiments of and currents in rehabilitative education. Methods of stimulating wards to action in the process of social rehabilitation. Methods of steering, intensifying and supporting group influence. Self- education as key target of rehabilitative

education. Cooperation with family of origin as precondition for proper rehabilitative process. Methods of individual work with ward, preparing them for participation in group activities (individual therapy versus group therapy). Psychological help in the process of social rehabilitation. Social skills helpful in giving psychological help (establishing individual contact, individual help, principles of working in group, group therapy). Basic currents in psychotherapy. Addiction therapy (rudiments of working with alcoholics and drug addicts). Anxiety and neurotic behaviour, food disorders. Psychological crises, suicides, principles of crisis intervention. Comprehensive family therapy.

Reading list:

1. Milicki M.K.: Socjotechnika. Zagadnienia etyczne i prakseologiczne, Wrocław-Warszawa-Kraków-Gdańsk-Łódź 1986
2. Pawełczyk P., Piontek D.: Socjotechnika w komunikowaniu politycznym, Poznań 1999
3. Hołyst B., Ambrozik W., Stępiak P. (red.): Nowe formy postępowania z osobami pozbawionymi wolności, W: Więziennictwo-nowe wyzwania, Warszawa – Poznań – Kalisz 2001
4. Okun B.: Skuteczna pomoc psychologiczna, Warszawa 2002
5. Mellibruda J.: Podstawy pomocy psychologicznej, W: „Remedium” 4/5/6/1994
6. Egan M.: Kompetentne pomaganie, Poznań 2002

12.2–3P–RPS–D44–PPSY9

Foundations of Psychiatry

Semester IX Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Rev. Prof. PhD Jan Śledzianowski

ECTS points: 4,5

Assessment: grade

Educational targets:

- introducing students to chosen issues of psychiatry,
- gaining competence in health protection,
- developing the ability to diagnose wards' psychical disorders.

Contents:

Psychical life as subject of research; research targets, aims and methods in psychiatry. General psychopathology, disease process versus permanent alterations, thinking disorders and their types. Mood disorders: puerperal psychosis, mania and hypomania, aggression and aggressive psychosis. Anxiety disorders and neurosis. Personality disorders. Psychical disorders connected with alcoholism, poisonings and anxiety dependence. Basic knowledge of forensic psychiatry, soundness of mind and determining sanity. Psychological and social conditioning of mental health. Chosen issues of the mentally ill treatment and rehabilitation.

Reading list:

1. Jarosz M.: Podstawy psychiatrii, Warszawa 1988
2. Halsam M.: Psychiatria, Warszawa 1990
3. Kondraś O.: Psychologia kliniczna, Warszawa 1984
4. Pospiszyl K.: Psychopatologia, Warszawa 1992
5. Szymańska Z.: Psychiatria wieku dziecięcego i młodzieńczego, Warszawa 1967

05.6–3P–RPS–D45–RSO9,10

Social Rehabilitation in Open Environment

Semester X Lecture (L): 30h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Rev. Prof. PhD Jan Śledzianowski

ECTS points: 3 (semester IX), 4 (semester X)

Assessment: exam

Educational targets:

- introducing students to the role and importance of environment anthropotechnics to the process of social rehabilitation,
- familiarization with basic methods and principles of rehabilitative work in open environment use by probation officer, family, school and local environment.

Contents:

Principles and methods of rehabilitative works in open environment. The origin of juvenile court guardianship in Poland as court advisory body. The role of family in social rehabilitation process. School versus juvenile rehabilitation. Rehabilitative role of psychotherapeutic environment. Efficiency and effectiveness of court guardianship in Poland-conditioning.

Reading list:

1. Czapów Cz.: Wychowanie resocjalizujące, Warszawa 1980
2. Kalinowski M.: Z praktyki i teorii pracy w środowisku wychowawczym, Warszawa 1986
3. Jundził I.: Środowiskowy system wychowawczy w mieście, Warszawa 1983
4. Dymek- Balcerek K.: Patologia społeczna, Radom 1999
5. Urban B.: Zachowania dewiacyjne młodzieży, Kraków 2000

05.6–3P–RPS–D46–PPOS9,10

Postpenitentiary Pedagogics

Semester X Lecture (L): 30h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Tadeusz Sakowicz PhD

ECTS points: 4,5 (semester IX), 3 (semester X)

Assessment: grade

Educational targets:

- gaining knowledge of postpenitentiary support history,
- introducing students to the most effective rehabilitative methods at liberty and semi-liberty on the basis of knowledge and experience of probation officers,
- gaining knowledge about contemporary trends in postpenitentiary pedagogics, new solutions and ways of cooperation between police and civilians for crime prevention purposes,
- gaining knowledge of basic sources of help and obstacles to provide postpenitentiary assistance in current social situation in Poland.

Contents:

Postpenitentiary pedagogics: scope, targets and main issues. Historical progress of providing assistance to prisoners and their families. Postpenitentiary assistance whilst serving a sentence of imprisonment and after regaining freedom. Institutional forms of postpenitentiary assistance. Community involvement in crime prevention (cooperation between police and local communities, social associations). The role and tasks of psychologists in the process of social rehabilitation. Ethical problems in the process of social rehabilitation. Dysfunctional institutions providing postpenitentiary assistance. Issues connected with former prisoners' situation after regaining freedom and factors that hinder their return to society.

Reading list:

1. Kalinowski M.: Zarys metodyki pracy kuratora sądowego, W: F. Kozaczuk, B. Urban (red.): Profilaktyka i resocjalizacja młodzieży, Rzeszów 2001
2. Kawula S., Machel H. (red.): Młodzież a współczesne dewiacje i patologie. Diagnoza – profilaktyka – resocjalizacja, Gdańsk-Toruń 1994
3. Szecówka A.: Problemy readaptacji społecznej nieletnich zwolnionych z placówek resocjalizacyjnych, „Opieka-Wychowanie-Terapia” 1/1994
4. Bac T.: Zakład karny – proces resocjalizacji jako czynnik oddziaływań na readaptację społeczną skazanych, „Auxilium Socjale” 3/4/ 2001
5. Czapów C.: Wychowanie resocjalizujące, Warszawa 1998

05.6–3P–RPS–D47–PRR9,10

Guidance in Social Rehabilitation

Semester X Lecture (L): 30h

Practical Work (PW): 45h

Supervisor responsible for educational contents: Prof. PhD. Franciszek Wojciechowski

ECTS points: 2,5 (semester IX), 4 (semester X)

Assessment: grade

Educational targets:

- gaining knowledge about currents in guidance in social rehabilitation,
- familiarization with ways of providing guidance in social rehabilitation,

- introducing students to functioning of institutions providing guidance, especially in the field of social maladjustment.

Contents:

Functions of guidance and counselling. Scope and functions of precautionary, preventive and corrective guidance. Aims of pedagogical guidance. Interactional guidance. Vocational guidance for the socially maladjusted. Contemporary trends in guidance. Providing guidance and assistance by social organizations and associations in local environment.

Reading list:

1. Kmiecik- Baran K.: Młodzież i przemoc, Warszawa 2000
2. Niehoff D.: Biologia przemocy, Poznań 2001
3. Nowak A.: Wybrane zjawiska powodujące zagrożenia społeczne, Kraków 2000
4. Vernon E., Johnson E.: Interwencja. Jak pomoc komuś, kto nie chce pomocy?, Warszawa 1994
5. Murgatroyd S.: Poradnictwo i pomoc, Poznań 2000

10.9–3P–RPS–D48–WIK9,10

Victimology

Semester X Lecture (L): 45h

Supervisor responsible for educational contents: Rev. Prof. PhD Jan Śledzianowski

ECTS points: 1,5 (semester IX), 2,5 (semester X)

Assessment: grade

Educational targets:

- familiarization with basic terms, scope and subject of victimology,
- developing the ability to identify and classify threats for the purposes of victimology,
- increasing the ability to plan, on the local level, a programme of help for the victims of crimes,
- introducing students to the victimology of compulsive behaviour,
- developing the ability to establish relations proper between perpetrator and victim.

Contents:

Criminogenic behaviours prophylaxis. Origin and types of victimology (theological, natural, ecological, individual, social, criminal). Penitentiary victimology. The country's politics towards victims of crimes. Victimization of social group. Victimization of the older people.

Reading list:

1. Bieńkowska E. (red.): Ofiara przestępstwa w systemie wymiaru sprawiedliwości, Warszawa 1993
2. Bieńkowska E.: Wiktymologia. Koncepcje, kierunki badań, perspektywy, Warszawa 1992
3. Falandysz L.: Wiktymologia, Warszawa 1979
4. Hołyst B.: Wiktymologia, Warszawa 1997
5. Kurdyjska G.: Jak nie stać się ofiarą, Warszawa 1998

05.9–3P–RPS–D49–KJP7,8

Proper Language Standards

Semester VIII Practical Work (PW): 30h

Supervisor responsible for educational contents: Prof. PhD Marek Kątny

ECTS points: 2,5 (semester VII), 1,5 (semester VIII)

Assessment: grade

Educational targets:

- arousing respect for national language,
- increasing the knowledge of language and its development,
- increasing the ability to properly, fluently and effectively use spoken and written word,
- fostering aesthetic appreciation of language,
- developing the ability to take advantage of language guidance,
- disseminating growth norms in linguistic communication.

Contents:

Language and its functions. Language as a code, the act of speaking, text. Vocabulary and rules of linking words together and words' transformation- components of language system.

Formal and informal varieties of language. Proper language standards- definition. Attitude towards linguistic tradition. Proper language standards in pre-war Poland. Linguistic purism and its varieties. Model and functional norms. Language standards, linguistic error. Linguistic correction criteria. Contemporary language problems, Polish Language Act. The role of mass media in disseminating and enriching knowledge of language and its proper usage. Correct pronunciation. Relics of dialects in the language of the intellectuals. Contemporary trends in nasals' pronunciation and consonant groups. Proper stressing in the words and their collocations. The role of intonation, modulation, punctuation marks and nonverbal means of expression in the process of linguistic communication. Chosen aspects of grammatical correctness. Declension- endings that have variants, having two genders, grammatical gender of borrowings, process of their polonization. Difficulties connected with constituting category of numbers. Declension of Polish and foreign surnames and geographical names. Correct and wrong forms in inflection and gradation of adjectives. Difficulties with inflection of numerals, contemporary trends- inflection limitations. Range of use and stylistic diversity of variants of pronouns. Conjugations- fluctuations and errors in past tenses forms, moving endings in the past conditional. Wrong forms of the infinitive and the imperative. Word formation and lexical correctness. Neologisms and their types, criteria of evaluation and correctness. Tendencies to abbreviation. Abuse of formations with adjective clause and fashionable words. Foreign words in Polish language, types of borrowings. Context versus words' ambiguity.

Reading list:

1. Kurkowska H., Skorupka S., Zarys stylistyki polskiej, Warszawa 1989
2. Szober S., Gramatyka języka polskiego, Warszawa 1968 i wyd. następne
3. Miodek J., Współczesna polszczyzna, Wrocław 1999
4. Kochański W., Klebanowska B., Markowski A., O dobrej i złej polszczyźnie, Warszawa 1989
5. Garczyński S., Sztuka myśli i słowa, Warszawa 1976
6. Doroszewski W., O kulturę słowa. Poradnik językowy, t. 1-3, Warszawa 1968

09.2-3P-RPS-D50-LIT6

Literature for Children and Youth

Semester VI Practical Work (PW): 30h

Supervisor responsible for educational contents: Prof. PhD. Marek Kątny

ECTS points: 3

Assessment: grade

Educational targets:

- preparing students for didactic and educational work with literature for children and youth,
- familiarization with readers' needs, possibilities of reception and main development tendencies,
- increasing the ability to aesthetic evaluation of books and proper usage of literary analysis tools,
- arousing interest in belles-lettres and underlining the necessity to commune with literature,

Contents:

Poetry, its features and functions. Prose for children and youth; features and transformations, disabled children and drug addiction issues. Familiarization with some of the best writers of the Interwar period and contemporary prose, syncretism of prose, the importance of the protagonist, layout, thematic and formal structures, fables and fairy-tales- multidimensional character of fairy- tales, hidden meaning of contemporary fairy tales and their local varieties, therapeutic meaning of the contemporary fairy tales. Educational aspects of belles- letters.

Reading list:

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

15.9–3P–RPS–D51–PKI2,3

Foundations of Interpersonal Communication

Semester IV Practical Work (PW): 45h

Supervisor responsible for educational contents: Adrian Kurcbart MA

ECTS points: 2 (semester II), 4 (semester III)

Assessment: grade

Educational targets:

- familiarization with chosen theories from the field of interpersonal communication,
- increasing communication skills.

Contents:

Communication as a process. Components of the communication chain. Communication ambiguities. Nonverbal communication. Functions of nonverbal behaviour. Vocalics and haptics. The Janus effect. Verbal communication. Language as a system. Principles of successful verbal communication. Negotiating. Negotiator's dilemmas. Steps and phases in the process of negotiation. Negotiation styles. Communication in close relationships. The role of communication among friends and family. Listening. Constructive reflexive information. Conflicts. The nature and types of conflict. Communication during conflict.

Readnig list:

1. Grzesiuk, L., Trzebińska E.: Jak ludzie porozumiewają się, PWN, Warszawa1983
2. Nęcki Z.: Atrakcyjność wzajemna, Wydawnictwo Profesjonalnej Szkoły Biznesu, Kraków 1996
3. Pease, A.: Mowa ciała, Wydawnictwo Jedność, Kielce2002
4. Stewart, J. (red.): Mosty zamiast murów, PWN, Warszawa 2000

14.9–3P–RPS–D52–GS8

Social Gerontology

Semester VIII Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Agata Chabior PhD

ECTS points: 5

Assessment: exam

Educational targets:

- introduction to the process of demographic aging; repercussions of greying society,
- familiarization with the specificity of individual aging in biological and psychosocial perspective; changeability of the roles performed throughout life.

Contents:

Gerontology as an interdisciplinary science. Social gerontology, geriatrics, gerontopedagogics, geragogics, prophylaxis in gerontology. Demographic problems- aging and old age; gerontology among other sciences, cooperation trends. Old age as a subject of scientific interest throughout ages: from gerontology to gerontophobia. Biological and psychosocial aging- chosen theories of individual aging. Greying and aging societies- role and social status of an old person throughout ages and in different cultures. Diagnosis and measurement methods. Financial standing, health situation and social status of old people. Old people's place in the family, the local environment and the society. Old people's activities- needs, possibilities, stimulants, the role of "Uniwersytetów Trzeciego Wieku"- Universities for Seniors. Psychological condition- regularities and stimulants. Provision for old age, standard of living of the old people in Europe. Social politics towards old people's problems- historic backwardness and challenges for future. The rights and needs of old people. Gerontologic education. Stereotypes and social attitude towards old age. Old age in consumer society. Institutions and homes for the aged – the contemporary state versus the needs. Demographic old age and old people's problems as a challenge for social service; world and European standards

Reading list:

1. Trafiałek E.: Polska starość w dobie przemian, Katowice 2003
2. Synak B. (red.): Polska starość, Gdańsk 2002
3. Halik J. (red.): Starzy ludzie w Polsce. Społeczne i zdrowotne skutki starzenia się społeczeństwa, Warszawa 2002
4. Kowaleski J., Szukalski P. (red.): Proces starzenia się ludności – potrzeby i wyzwania, Łódź 2002
5. Błądowski P.: Lokalna polityka społeczna wobec ludzi starych, Warszawa 2002

05.9–3P–RPS–D53–MOC9,10

Methodology of Leisure Time Usage

Semester X Lecture (L): 15h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Rev. Prof. PhD Jan Śledzianowski

ECTS points: 2 (semester IX), 4 (semester X)

Assessment: exam

Educational targets:

- developing the ability to organize leisure time activities for children and youth,
- familiarization with leisure-time pedagogy and physical culture issues,
- developing the ability to organize sport games, competitions and activities,
- introducing students to the methodology of organizing trips, tourist events, holiday and winter camps,
- introduction to safety and health at work regulations applying to organization of sport and recreation events,

Contents:

Legal acts referring to organization of children and youth recreation. Physical culture and leisure time pedagogy. Methodology of organizing sport, recreation and tourist events. Sport competitions and events; safety and hygiene, unfortunate accidents prevention. Cooperation between cultural institutions and organizations (in the field of physical culture, sport and recreation)

Reading list:

1. Łobozewicz T.: Bezpieczeństwo i higiena w turystyce, Warszawa 1992
2. Siwiński W.: Kultura fizyczna i turystyka. Zagadnienia teoretyczne i badania empiryczne, Poznań 1995
3. Winiarski R.: Wstęp do teorii rekreacji, Kraków 1989

4. Pawłucki A.: Pedagogika wartości ciała, Gdańsk 1996
5. Matias S.: Problematyka organizacji czasu wolnego dzieci i młodzieży, Warszawa 1980

11.2–3P–RPS–D54–SS8

Statistics

Semester VIII Lecture (L): 30h

Supervisor responsible for educational contents: Barbara Walasek PhD

ECTS points: 2,5

Assessment: grade

Educational targets:

- familiarization with basic statistic techniques and developing the ability to use them for research purposes,
- introduction to operating limitations and conditions of applicability of statistic techniques in empirical pedagogy,
- understanding and critical reception of presented by mass media statistics,
- increasing the ability to develop statistical estimations; statistical analysis,
- understanding the probabilistic character of range of generalizations that can be made with the use of the language of statistic,
- developing the ability to choose statistics depending on the problem considered and type of variables under analysis.

Contents:

Definition of term (three meanings: popular, branch of knowledge, sample meter). The essence of statistics- language of statistics in relation to different ways of statistical inference. Population, sample, statistical unit- definitions. Types of statistical research: full and partial. The how and why of statistical sampling. Parameter and estimator. Variables and their classification. Sources of statistical errors. Series and statistic tables; structure, conventional signs, data items. Variable's distribution. Class intervals- usage principles. Limits of accuracy of class intervals. Accumulated series. Statistic charts: types, plotting principles. Depicting

variable in the form of symbols. Variables' value- summation. Arithmetic operations on summation symbols. Central measure. Arithmetic mean (simple and weighted): properties. Median and its properties. Modal value- applicability constraints. Measure of dispersion. Average deviation, fluctuation and standard deviation. Coefficient of variation- applicability constraints. Skewness coefficient. Complex analysis of population-under-research structure: simple statistic description, types of distribution of variables. Simple methods of establishing correlations (series, charts and statistic tables examination). Pearson correlation coefficient. Spearman rank correlation. Quality factors correlation (point-biserial coefficient of features convergence). Estimating significance of correlation coefficient. Introduction to regression analysis. Essence of probability. Possible results. Types of statistic errors. Significance level. Curve. Estimating sample size. Sample scheme. Student's t-test; dependent and independent trials. Analysis of variance (ANOVA), F. Snedecor test. Power of statistic test, sample size, test resistance- generalizing inferences. Chi-square test. Chosen possibilities of chi-square test usage: goodness of fit, interrelation of features, measure of C. Pearson and T. Czuprow's connection strength. Conditions of applicability of chi-square test: huge samples, corrections for low frequency, reduction of contingency charts' dimensions.

Reading list:

1. Blalock H.M.: Statystyka dla socjologów, Warszawa 1975
2. Clauss G., Ebner H.: Podstawy statystyki dla pedagogów, psychologów, socjologów, Warszawa 1972
3. Clegg F.: Po prostu statystyka, Warszawa 1994
4. Ferguson G.A., Takane Y.: Analiza statystyczna w psychologii i pedagogice, Warszawa 1999
5. Góralski A.: Metody opisu i wnioskowania statystycznego w psychologii i pedagogice, Warszawa 1980
6. Guilford J.P.: Podstawowe metody statystyczne w psychologii i pedagogice, Warszawa 1960
7. Łaniec J.D.: Elementy statystyki dla pedagogów, Olsztyn 1990
8. Nowaczyk Cz.: Podstawy metod statystycznych dla pedagogów, Warszawa-Poznań, 1985

05.9–3P–RPS–D55–PROS6

Proseminar

Semester VI Practical Work (PW): 30h

Supervisor responsible for educational contents:

ECTS points: 2

Assessment: pass

Educational targets:

- theoretical and practical preparation for individual, indispensable to write Master's thesis, research.

Contents:

Reading materials. Studies. Notes. Analysis and interpretation of source materials. Cognition versus scientific research; aim and essence. Range of research. Pedagogy as theoretical and practical science. Rudiments of pedagogy; basic terms and definitions. Context: discoveries, explanations and expectations. Contents stem from individual research of educational workers and readers, which is strictly connected with the range of research carried out in the Institute.

Reading list:

1. Pilch T.: Zasady badań pedagogicznych, Warszawa 1998
2. Łobocki M.: Metody i techniki badań, Kraków 2000
3. Nowak S.: Metodologia badań socjologicznych, Kraków 1990
4. Zaczyński W.: Praca badawcza nauczyciela, Warszawa 1997

05.9–3P– RPS–D56–SEM7,8,9,10**Seminar**

Practical Work (PW): 120h

Supervisor responsible for educational contents:

ECTS points: 2 (semester VII), 2 (semester VIII), 6 (semester IX), 10 (semester X),

Assessment: pass

Educational targets:

- preparing students for empirical writing Master's thesis,
- increasing knowledge of research methodology and usage of educational practice for individual research,
- inculcating critical and creative attitude towards educational and scientific problems.

Contents:

Stages of research proceedings. Model of examined phenomena in the light of critical analysis of reading materials. Problems and hypothesis in pedagogical research. Acquisition of data and data ordering, charts construction and graphical presentation of findings, quantitative and qualitative analysis and interpretation of findings. Scientific language and style, Master's thesis structure; scientific standards.

Reading list:

1. Brzeziński J.: Metodologia badań psychologicznych, Warszawa 1996
2. Dutkiewicz W.: Praca magisterska z pedagogiki, Kielce 2000
3. Łobocki M.: Metody i techniki badań pedagogicznych, Kraków 2000
4. Łobocki M.: Wprowadzenie do metodologii badań pedagogicznych, Kraków 1999
5. Pilch T.: Zasady badań pedagogicznych, Warszawa 1995

05.9–3P–RPS–D57–PŚ6,7,8**Midyear Pedagogical Training**

Semester VIII Lectures (L): 75h

Supervisor responsible for educational contents:

ECTS points: 0,5 (semester VI), 1,5 (semester VII), 1,5 (semester VIII)

Assessment: grade

Educational targets:

- familiarization with functioning of educational, rehabilitative and tutorial institutions,
- participation in diagnostic, preventive, educational, tutelary and selection actions undertaken in social institutions,
- developing the ability to prepare various individual and group activities,
- inculcating students with the sense of responsibility for safety and proper development of their wards.

Contents:

Inspiring, educational, tutorial, coordinative, rehabilitative and supervisory actions in the educational, tutelary and rehabilitative process. Organization and realization of educational, rehabilitative and revalidation process in educational and tutelary institutions. Specificity of educational, tutelary, revalidation and resocializing treatment.

Reading list:

1. Baran J.: Wychowawcza rola środowiska pracy, Warszawa 1989
2. Bańka A.: Psychopatologia pracy, Poznań 1996
3. Kwiatkowski St.: Kształcenie zawodowe w warunkach gospodarki rynkowej, Warszawa 2001
4. Nalaskowski S.: O ideale wychowania i celach kształcenia, Toruń 1993
5. Nalaskowski S.: Humanizm i podmiotowość w wychowaniu, Toruń 1992
6. Wołk Z.: Kultura pracy, Sulechów 2000

10.9-3P-RPS-D58-PC8

Continual Pedagogical Practice

Semester VIII Lectures (L): 75h

Supervisor responsible for educational contents: Anna Kieszowska PhD

ECTS points: 3

Assessment: grade

Educational targets:

- enabling students direct contact with educational and tutelary problems,
- preparing for form tutor- guardian career and work in social, educational and tutelary institutions,
- cooperation in the field of diagnostics, prophylaxis, education and tuition in institutions,
- increasing knowledge of Master's thesis issues.

Contents:

Inspiring, educational, tutorial, coordinative, rehabilitative and supervisory actions in the educational, tutelary and rehabilitative process. Organization and realization of educational,

rehabilitative and revalidation process in educational and tutelary institutions. Specificity of educational, tutelary, revalidation and resocializing treatment.

Reading list:

1. Baran J.: Wychowawcza rola środowiska pracy, Warszawa 1989
2. Bańka A.: Psychopatologia pracy, Poznań 1996
3. Kwiatkowski St.: Kształcenie zawodowe w warunkach gospodarki rynkowej, Warszawa 2001
4. Kwiatkowski St., Symela K. (red.): Standardy kwalifikacji zawodowych, Warszawa 2001
5. Wołk Z.: Kultura pracy, Sulechów 2000

15.4-3P-RPS-D59-PB1,5

Library User and Information Skills Training

Lecture (L): 2h

Practical Work (PW): 3h

Supervisor responsible for educational contents:

Assessment: pass

Educational targets:

- developing the ability to use library Swietokrzyska Academy of Education resources; search options and placing orders.

Contents:

Basic information Structure and collections of library (faculty and institute reading rooms, lending library, main reading room, newspaper reading room, information- bibliographic reading room, special collections reading room and interlibrary lending). Library catalogues; computer and traditional index (location, completeness and access). Using library principles Registration, placing orders and library regulations. Computer index (searching and ordering,) search principles, search options, placing an order, authorization, state of member's account, card index.

Elements of scientific information

Educational targets:

- theoretical and practical introduction to searching documents and information; electronic resources, especially those connected with group's major.

Contents:

Short information about types of scientific documents (books, magazines, periodicals, unpublished documents, audiovisual and electronic documents). Scientific documents search; database of library (of Swietokrzyska Academy of Education and others), bibliography (definition and types), current Polish National Bibliography (Bibliographical Guide. Official Specification of Prints Published in Republic of Poland, Periodical Contents Bibliography, Periodical Bibliography); card and electronic version; presentation and search exercises. Special and computer bibliographical databases form the filed of knowledge connected with group's major. Factual information; information in internet and criteria of their creditability, websites of public and governmental institutions and universities, dictionaries, encyclopaedias and magazines online (especially those connected with group's major)

Revalidation with Pedagogical Therapy

FULL-TIME THREE-YEAR FIRST-CYCLE PROGRAMME

AŚ-WPiA (3P) – RTP

Year I, Semester I

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
1.	08.1-3PRTP-A01-WZF1	Selected Problems of Philosophy	15	15	Grade I	4
2.	09.1-3PRTP-A05-JO1,2	Foreign Language	-	30	Exam II	2
3.	16.1-3PRTP-A07-WF1,2	Physical Education	-	30	Pass	-
4.	12.9-3PRTP-B11-BR1	Biomedical Foundations of Human Development and Upbringing	15	30	Exam I	6
5.	14.4-3PRTP-B16-WPPS1	Introduction to Psychology	15	30	Exam I	6
6.	05.0-3PRTP-B13-WPP1	Introduction to Pedagogy	30	30	Exam I	2
7.	05.9-3PRTP-D55-EG1	Voice Emission		30	Grade I	5

8.	15.4-3PRTP-D61-PB1	Library User and Information Skills Training	-	5	Pass	-
9.		Safety and Health at Work	4	-	Pass	-
Total: 291			94	197		30

Year I, Semester II

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
1.	14.2-3PRTP-A03-S2	Introduction to Sociology	30	30	Grade	4
2.	09.1-3PRTP-A05-JO1,2	Foreign Language	-	30	Exam II	2
3.	16.1-3PRTP-A07-WF1,2	Physical Education	-	30	Pass	-
4.	14.4-3PRTP-B17-PSRO2	Psychology of Development and Personality	15	30	Exam II	7
5.	08.3-3PRTP-B12-HW2	History of Education	30	30	Exam II	6
6.	15.0-3PRTP-C29-ME2	Media in Education	15	15	Grade	3
7.	05.0-3PRTP-D38-PS2	Special Pedagogy	30	30	Exam II	5
8.	05.9-3PRTP-D68-TINT2	Interpersonal Training		30	Grade	3
Total: 345			120	225		30

Year II, Semester III

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
1.	05.9-3PRTP-A03-MBP3	Methodology of Pedagogical research	15	30	Exam III	4
2.	08.1-3PRTP-A04-EZ3	Professional Ethics	15	-	Pass	2
3.	05.1-3PRTP-B15-PDO3	Foundations of General Didactics	15	15	Exam III	3
4.	05.9-3PRTP-B19-PSP3	Social Pedagogy	15	15	Exam III	4
5.	14.4-3PRTP-D34-PK3	Clinical Psychology	30	30	Exam III	5
6.	05.9-3PRTP-D44-MZP3	Methodology of Out-of-School Classes with Mentally Retarded Children	-	30	Grade	2
7.	05.6-3PRTP-D45-LOGO3	Logopedics	15	30	Exam III	4
8.	11.3-3PRTP-D58-I3	Information &	-	30	Grade	2

		Communication Technology				
9.	05.9-3PRTP-D62- DP3	Pedagogical Diagnostics	30	30	Exam III	4
Total: 345			135	210		30

Year II, Semester IV

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
1.	05.9-3PRTP-A06-PW4	Course to select: -Forensic Psychiatry -Family Psychology	15	-	Pass	1,5
2.	05.7-3PRTP-B14- TPW4	Theoretical Foundations of Education	15	15	Exam IV	4
3.	14.2-3PRTP-B18-SW4	Sociology of Education	15	15	Grade	1
4.	05.9-3PRTP-B20- PPR4	Labour Pedagogy	15	15	Grade	1
5.	12.7-3PRTP-C27-EZ4	Health Education	15	15	Grade	1
6.	14.9-3PRTP-C28- PAT4	Social Pathology	15	15	Grade	1
7.	14.4-3PRTP-D35- PPOR4	Psychological Foundations of Revalidation-related Influences	30	30	Exam IV	4
8.	14.4-3PRTP-D36- POTU4	Psychology of People with Learning Difficulties	15	15	Grade	3
9.	05.6-3PRTP-D41- MNWN4,5	Methodology of Education and Upbringing of mentally- Handicapped People	15	30	Exam V	4
10.	05.6-3PRTP-D42- MPKKN4,5	Methodology of Corrective- Compensatory Work with Children with Specific Learning Difficulties	15	30	Exam V	4
11.	05.9-3PRTP-D47- SEM4,5,6	Diploma Seminar	-	15	Pass	2
12.	13.9-3PRTP-D48- ES4,5	Environmental Education	-	15	Grade	0,5
13.	11.1-3PTP-D49- EM4,5	Mathematical Education	-	15	Grade	0,5
14.	09.6-3PRTP-D50- EPOL4,5	Polish Education	-	15	Grade	0,5
15.	03.1-3PRTP-D51- EPL4,5	Fine Arts Education	-	15	Grade	0,5
16.	03.2-3PRTP-D2- EMU4,5	Music Education	-	15	Grade	0,5
17.	06.1-3PRTP-D53- ET4,5	Technical Education	-	15	Grade	0,5
18.	16.1-3PRTP-D54- EMO4,5	Motor Education	-	15	Grade	0,5
Total: 465			165	300		30

Year III, Semester V

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.9-3PRTP-D37-EI5	Integrated Education	-	30	Grade	3
	05.6-3PRTP-D39-PON5	Pedagogics of Mentally Handicapped People	30	30	Exam V	4
	05.6-3PRTP-D41-MNWN4,5	Methodology of Education and Upbringing of mentally-Handicapped People	15	15	Exam V	4
	05.6-3PRTP-D42-MPKKN4,5	Methodology of Corrective-Compensatory Work with Children with Specific Learning Difficulties	15	15	Exam V	4
	05.6-3PRTP-D43-MWRN5,6	Pedagogical Methods to Support Handicapped People's Development	-	30	Exam VI	3
	05.9-3PRTP-D47-SEM4,5,6	Diploma Seminar	-	15	Pass	2
	13.9-3PRTP-D48-ES4,5	Environmental Education	-	15	Grade	0,5
	11.1-3PTP-D49-EM4,5	Mathematical Education	-	15	Grade	0,5
	09.6-3PRTP-D50-EPOL4,5	Polish Education	-	15	Grade	0,5
	03.1-3PRTP-D51-EPL4,5	Fine Arts Education	-	15	Grade	0,5
	03.2-3PRTP-D2-EMU4,5	Music Education	-	15	Grade	0,5
	06.1-3PRTP-D53-ET4,5	Technical Education	-	15	Grade	0,5
	16.1-3PRTP-D54-EMO4,5	Motor Education	-	15	Grade	0,5
	05.9-3PRTP-D69-KJP5	Polish Language Culture	15	15	Grade	2,5
	05.9-33PRTP-D56-PŚ5	Midyear pedagogical Training	-	30	Grade	2
	05.9-3PRTP-D64-WPNT5	Workshop of Teacher-Therapist	-	30	Grade	2
Total: 465						30

Year III, Semester VI

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
1.	05.6-3PRTP-D40-POST6	Pedagogics of people with Specific Learning Difficulties	15	15	Exam VI	5
2.	05.6-3PRTP-D43-MWRN5,6	Pedagogical Methods to Support Handicapped	-	30	Exam VI	5

		People's Development				
3.	05.6-3PRTP-D46-UKNE6	Teacher's Communicative Skills in Special & Integrated Education	-	30	Grade	4
4.	05.9-3PRTP-D47-SEM4,5,6	Diploma Seminar	-	15	Pass	3
5.	03.9-3PRTP-D65-FMA6	Forms and methods of art therapy: -music -fine arts -drama (two to be selected)	-	30	Grade	3
6.	05.9-3PRTP-D66-AON6	Personal Assistance for the Disabled	15	30	Grade	3
7.	05.6-3PRTP-D67-PRD6	Revalidation of adults; problems	15	15	Grade	3
8.	05.9-3PRTP-D70-PRP6	Pedagogical Guidance	30	30	Grade	4
Total: 405			150	255		30

GROUP A, GENERAL EDUCATION

08.1-3PRTP-A01-WZF1

Selected Problems of Philosophy

Semester I Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Janusz Sytnik-Czetwertyński PhD

ECTS points: 4

Assessment: grade

Contents:

Philosophy – the most general study of human and nature. Philosophy as generalization of detailed sciences and social development. Idealism and materialism. Matter and its structure, time and space. Causalism, development and progress, evolutionism. Determinism, necessity and freedom. Criticism of theology. Chosen issues of cognitive philosophy. Theories of knowledge, its subject and sources. Rationalism, apriorism and empiricism. Practical and theoretical cognition. Practice. Classic and non-classic theories of truth. Cognition as a process

of verification and falsifiability. Hypostatization. Paradigmatism of knowledge. Conventionalism and logical empiricism. Philosophical and methodological issues of physics. The study of the progress of human knowledge. Methods and the laws of natural science. Empirical and theoretical physics, scientific experiments and mathematical methods. Mainstream and fringe physical theories. Its usage and connections with technological sciences and technology.

Reading list:

8. Cackowski Z.: Zasadnicze zagadnienia filozofii, Warszawa 1989
9. Legowicz J.: Zarys historii filozofii. Elementy doksografii, Warszawa 1964
10. Miś A.: Główne nurty filozofii współczesnej, Warszawa 1992
11. Opara S.: Filozofia: Współczesne zagadnienia i kierunki. Podręcznik akademicki, Warszawa 1999
12. Tempczyk M.: Fizyka a świat realny: elementy filozofii fizyki, Warszawa 1986
13. Tempczyk M.: Świat harmonii i chaosu, Warszawa 1995
14. Tempczyk M.: Fizyka najnowsza, Kraków 1998

14.7–3PRTP–A01–AK4

Cultural Anthropology

Semester IV Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Halina Mielicka PhD

ECTS points: 4

Assessment: grade

Educational targets

- engaging students in conversation about cultural differences existing in modern societies.
- explanation of the principles of controversial endocentrism and effects of the lack of tolerance for cultural distinctness.

- analysis of the mechanics connected with attitudes towards values and functioning of institutions such as family and other kinship relationships.

Contents:

Types and varieties of anthropology. Introduction of basic theoretical orientations of cultural anthropology- portrayal of human as culture's creator and consumer. Culture as a subject of theoretical and practical (field, qualitative) research. Explanation of the ways in which culture influences existence of societies, cultural standards and connections between culture and social integration. Culture versus nature. Dispute over human nature. Most important theories of interpreting culture. Structural and functional analyses of cultural processes. Culture versus personality. Axiological basics and classification of culture. Tradition and cultural changes. Introduction into primitive culture, culture of myth, religion, local, regional and mass culture, dynamics of cultural transformations. Local cultures versus popular culture. Main transformations and phenomena of contemporary culture.

Reading list:

7. Mrozek – Dumasowska M.: Człowiek w labiryncie magii, Warszawa 1990
8. Nowicka E.: Świat człowieka – świat kultury. Systematyczny wykład problemów antropologii kulturowej, Warszawa 1997
9. Olszewska – Dyoniziak B.: Człowiek – kultura – osobowość. Wstęp do klasycznej antropologii kultury, Kraków 1991
10. Sulima R.: Antropologia codzienności, Kraków 2000
11. Szyjewski A.: Etnologia religii, Kraków 2001
12. Wencel A. (red.): Wiedza o kulturze, Antropologia kultury. Zagadnienia i wybór tekstów, cz. 1, Warszawa 1995

14.2–3P– RPS–A3–S2

Introduction to Sociology

Semester II Lecture (L): 30 h
 Practical Work (PW): 30 h

Supervisor responsible for educational contents: Halina Mielicka PhD

ECTS points: 4

Assessment: grade

Educational targets

- familiarization with chosen issues of social analysis.
- elucidation of connections between sociology, pedagogy and social philosophy.

Contents:

Introduction into theory and basic terms of modern sociology. Diversity of theoretical interpretations of topics like: societies' functioning, their structure, functions, institutions and most important processes occurring in their macro- and microstructures. Discussion over issues like: symbolic interactionism, endomethodology, phenomenological sociology, liberalism, etatism, civil society, information society. Chosen aspects of axionormative systems' functioning and their role in the process of socialization. Sociology and its place among other social sciences, mutual dependence of sociology and pedagogy. Determining boundaries of general sociology and its future development prospects. Culture and social groups' character conceptions. Definition of conformism and non-conformism.

Reading list:

7. Mielicka H.: Podstawy socjologii. Mikrostruktury społeczne, Kielce 2002
8. Turowski J.: Socjologia. Wielkie struktury społeczne, Lublin 1994
9. Turowski J.: Socjologia. Małe struktury społeczne, Lublin 1993
10. Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1977
11. Kosiński S.: Socjologia ogólna. Zagadnienia podstawowe, Warszawa 1987
12. Sztompka P.: Socjologia. Analiza społeczeństwa, Kraków 2002

08.1.-3PRTP-A04-E2

Ethics

Semester II Lecture (L): 15 h

Supervisor responsible for educational contents: Dariusz Adamczyk PhD

ECTS points: 3

Assessment: pass

Educational targets

- introduction of basic values, their hierarchy; conduct standards and their interiorization,
- developing personal system of moral principles and rules of behaviour, such as: conscientiousness, righteousness and taking responsibility for one's life by constant self- education and self- improvement,
- conscious fulfilment of the role played in society; innovation and creativity,
- understanding the value of social coexistence; readiness for dialogue, assertive educational integration, sense of responsibility for others, for atmosphere at work, mutual respect, trust, desire to help people in need, concern for public good,
- unvarying and consistent detachment from any kind of pathology and depravity.

Contents:

Ethics as philosophical and normative field of study, based on human reason and experience, covering the whole of issues connected with human life in the aspects of their self-fulfilment. In this connection ethics define basic values (good- evil), standards, evaluations and sanctions, cites natural and positive law, showing various possibilities of interpretation within the confines of individual philosophical schools and outlooks. In the individual aspect ethics concerns first of all human dignity, the worth and sense of life, human rights, conscience, moral perfection, freedom and responsibility. In the social aspect, on the other hand, ethics concerns martial and family life (parental responsibilities), standards of social coexistence (participation, professional solidarity, public good, environmental protection) , establish standards of professional life and deals with pathologies in life of communities.

Reading list:

6. Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999
7. Stróżewski W.: W kręgu wartości, Kraków 1992
8. Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991
9. Styczeń T.: Wprowadzenie do etyki, Lublin 1993
10. Ślipko T.: Zarys etyki ogólnej, Kraków 2002

08.1–3PRTP–A05–L1

Logic

Semester I Lecture (L): 15 h

Supervisor responsible for educational contents:

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with basic issues of proper reasoning and inference,
- mastering the ability to use scientific terms,
- gaining competence in unaided inference.

Contents:

General characteristic of logic: definition of terms, branches of logic (semiotics, semantics, syntactics, pragmatics), logical theory of language; logic and its place among other sciences. Language versus linguistic statement: division of languages into natural, artificial, formal; linguistic statement and its functions (expressive, directive, informative, performative, rational). Language versus linguistic statement; natural, artificial and formal language. Linguistic statement and its functions (expressive, persuasive, suggestive, periphrastic, performative and rational). Name, its definition, referent marking relation, classification, content and scope, Propositional calculus; proposition (statement), statement evaluation; the language of propositional calculus : propositional variable, propositional connective and

formula, various propositional connectives; transforming sentences from colloquial speech to language of propositional calculus; propositional calculus tautologies. Quantifier calculus: prepositional form, monoargumental propositions, various quantifiers, universal and existential propositions, transforming sentences from colloquial speech to language of quantifier calculus. Definitions: definition's elements, division of definitions, the most common mistakes connected with defining. Inference: deduction, adding verisimilitude (reductive, inductive, through analogy).

Reading list:

6. Omyła M.: Logika. Wybrane zagadnienia, WSiP, 1980 i nast. wydania
7. Kotarbiński T.: Elementy teorii poznania, logiki formalnej i metodologii nauk, Wyd. PAN, Warszawa 1990
8. Ziemiński Z.: Logika praktyczna, PWN, Warszawa 1987
9. Stanosz B.: Ćwiczenia z logiki, PWN, Warszawa 1980 i wyd. następne
10. Kmita J.: Wykłady z logiki i metodologii nauk, PWN, Warszawa 1973 i wyd. następne

05.9–3PRTP–A06–MEB5

Methodology of Research

Semester V Lecture (L): 15 h

Practical Work (PW): 15h

Supervisor responsible for educational contents: Prof. PhD Andrzej Bogaj

ECTS points: 3

Assessment: exam

Educational targets:

- Familiarization with theoretical, methodological issues of methods and techniques of research in the field of social sciences (e.g. pedagogy).
- Acquiring ability to formulate research problems, hypotheses, finding variables and selecting coefficients.

- Familiarization with basic rules of research tools construction.
- Selective and critical study of pedagogical literature.
- Taking advantage of methodological knowledge to select methods, construct tools and unassisted preparation of empirical research.
- Skilful quantitative and qualitative analysis of the gathered empirical material.

Contents :

Familiarization with curriculum and syllabus. An introduction to methodology targets and issues. Basic terms. Significance of methodological knowledge, skills and abilities for the whole process of studying and pedagogical/educational work. Arrangement and structure of master's thesis. An introduction to methodology of pedagogical research. Basic terms. Types and rudiments of pedagogical research. Theory and its role in conducting pedagogical research. Teachers research work. Moral aspects of research work. Verification and diagnostic research process structure. Research problems, hypothesis, variables and coefficients. Defining terms. Types of definitions. Unassisted formulating hypotheses, research problems and operationalization of variables. Stages of pedagogical research. Analysis and characteristic of consecutive research process activities. Selection of sample for pedagogical research purposes. Pilot research. Research operative plan elaboration. Analysis of various research conceptions on the basis of empirical research reports. Pedagogical experiment and experimental techniques. Experimental research utility. Most common experimental research errors. Quasi- experimental research. Opinion poll as a research method. Requirements for poll questions. Opinion poll techniques: questionnaire and interview. Sources of mistakes in opinion polls. Techniques and types of observation in opinion polls. Requirements for, objects and merits of proper observation. Cognition limits. Creating observation schedule. Determining educational effectiveness. School attainment test: characteristics, types, usage and targets. Test construction. Test tasks quantitative analysis. Sociometric method and its characteristics. Sociometric techniques: Moreno's technique, guess-who technique, goodwill and dislike survey, rank scheduling technique. Analysis and interpretation of the sociometric data. Sociometric cognition limits. Attitude and assessment scale. Likert's scale, Thurstone's scale, Guttman scale. Scale types and their usage. Scale construction. Assessment errors and their source. Analysis of documents. Types of documents. Techniques of document analysis. Creations (essays, compositions, diaries, drawings) analysis. Dialogue method (conversation).

Commandments of dialogue method. Techniques of dialogue methods. Erroneous application of dialogue method. Biographic method: characteristics, merits and faults. Types of biographical method: monographic method, individual cases method.

Reading list:

6. Brzeziński J.: Metodologia badań psychologicznych, Warszawa 2003
7. Dutkiewicz W.: Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001
8. Łobocki M.: Metody i techniki badań pedagogicznych, Kraków 2000
9. Pilch T., Bauman T.: Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa 2002
10. Zaczyński W.: Praca badawcza nauczyciela, Warszawa 1995

11.3–3PRTP–A07–12

Information & Communication Technology

Semester II Practical Work (PW): 30h

Supervisor responsible for educational contents: Ryszard Błaszkiwicz PhD

Prof. PhD Jerzy Stamirowski

ECTS points: 4

Assessment: grade

Educational targets:

- Familiarization with the history of Information & Communication Technology development , basic terms and changes in the field of base hardware and software. Data collection and processing. Calculations and graphical presentation of obtained results.
- Study of use of accessible on Internet and in computer networks resources. Learning advanced techniques of data search via Internet. Making students aware of the risk involved with using computer networks. Gaining ability of creating websites. Familiarization with ways of designing multimedia presentations.

Contents:

Information system: built and functions. Preparing computer for given tasks execution: basic system operations on the example of Windows Operation System- system installation and configuration, operations on files. Utility programs: functions. Files and applications creation on the example of MS Office 2000. Information retrieval, presentation and dissemination. Estimation problems in the field of pedagogy. Data collection, retrieval and presentation with the use of database applications. Processing teaching measurements results in MS excel 2000. Data types: algorithm and program. Information sort and filter. Creating text documents that comprise characters, symbols and objects available in MS Office 2000 (MS Word 2000, MS Excel 2000). Searching information via Internet. Communication via Internet, information exchange through e-mail and discussion groups. Information transfer (Internet - MS Office files). Conversion of MS Word documents into HTML files. Saving documents on servers. Creating multimedia presentation and its scenario in PowerPoint, using found via Internet information (connecting with Internet in the application level). Database: database management. Basic database components on the example of MS Access 2000. Relations in MS Access 2000- creating and connecting with the use of keys. Database information retrieval with the use of QBE queries. Query as a temporary dynamic array. User- database interface. Basic ways of creating user interface. Database search results in the form of report. Database- Internet communication; basic information on database Internet applications.

Reading list:

6. Dyson P., Coleman P.: Windows 2000 Pl, Wyd. EXIT, 2000
7. Kopertowska M.: FrontPage 2000 HTML Podstawy, Tortechn, 2001
8. Sokół M.: Tworzenie stron WWW. Ćwiczenia praktyczne, Helion 2000
9. Kopertowska M.: Ćwiczenia z PowerPiont zawansowane możliwości, Mikom, 2000
10. Cichosz P.: Systemy uczące się, WNT, 2000

09.1-3PRTP-A05-JO1,2

Foreign language:

Semester IV 120h

ECTS points: 2 (semester I), 2 (semester II), 2 (semester III), 4 (semester IV)

Assessment: exam

ENGLISH

Supervisor responsible for educational contents: Justyna Kopycińska MA

Educational targets:

- development of lingual skills which will help in free communication in everyday situations.
- familiarization with educational system , everyday life, customs, traditions and culture of Anglo- Saxon countries,
- everyday vocabulary development,
- different categories of vocabulary (e.g. technical vocabulary). Increasing pedagogical vocabulary (e.g. family and community life),
- expansion of lingual competence; establishing knowledge of learnt grammatical structures, learning new ones.

Contents (grammatical structures) :

Subject of classes and vocabulary: leisure time usage, personal data, giving and asking for information, describing feelings, past experiences, giving and asking for advice, educational systems of Great Britain and United States of America, effective learning, polite expressions, everyday expressions, describing people- describing suspects, summer plans (+postcard writing), plans and ambitions, an interview with famous person, geographical vocabulary- geographical names and definite article, shopping in department store- discussion about ways of shopping, report on accident, most important things in life- discussion, suggesting solutions, planning a trip, job application forms and interview, jobs, describing members of family and relatedness, describing places, designing workplace, technology, money, people in

politics, religion, community life- what if...?, filling in forms, creating website advertising regional sights, pollution and environment protection, traditional British and American festivals and holidays- (Halloween, Guy Fawke's Day, Christmas, New Year's Day, Saint Valentine's Day, Easter). Grammar: general and specific questions, tenses: Present Simple, Past Simple, verbs: „have to/ must/ can”- obligations, prohibitions and orders, „should/ shouldn't”- giving advice, Present Continuous- present and future actions, gradation of adjectives, „to be going to/ would like to/ would prefer to”- intentions, Future Simple- expressing future, adjectives ending with “-ing” (describing features) and “-ed” (describing people), Present Perfect versus Past Simple (present versus past), definite/ indefinite articles, first conditional, expressing past- “used to”, Past Continuous- describing background for past events, gerund, “like” versus “would like”- likings, passive voice, „that/who/which”-relative clauses, Present Perfect Simple and Present Perfect Continuous- “unfinished past”, Past Perfect, reported speech, second conditional.

Reading list:

6. Basic Grammar in Use. Reference and practice for the students of English. R. Murphy, Cambridge Univ. Press, Cambridge 1993
7. English Puzzles. D. Case, Heinemann, Oxford 1990
8. English Vocabulary in Use. S. Redman, Cambridge Univ. Press, Cambridge 1997
9. English Grammar in Use. R. Murphy, Cambridge Univ. Press, Cambridge 1994
10. No Problem with English. B. Brandys, “ATI”, Bielsko-Biała.

FRENCH

Supervisor responsible for educational contents: Teresa Korduba MA

Educational targets:

- Development of skills in French language in everyday life.
- Integration of four basic lingual skills: speaking, writing, understanding of speech, reading with text understanding.

Contents:

Expressing opinions in present, future and past tenses- basic grammatical structures. Communication skills referring to matters of everyday life. Developing writing skills: job applications, notes, questionnaires, advertisements, notices. Culture and customs of Frankish countries.

Reading list:

5. Espaces (I, II) – Wydawnictwo Naukowe PWN – teksty i nagrania
6. Testez votre franais – Hanna Uzar
7. Francais – Repetytorium tematycznie – leksykalne – Mariusz Skoraszewski
8. Sylabus (2002 – 2005)

GERMAN

Supervisor responsible for educational contents: Jadwiga Kiec MA

Educational targets:

- development of skills in German language in everyday life,
- integration of four basic lingual skills: speaking, writing, understanding of speech, reading with text understanding,
- increasing vocabulary and phraseology,
- gaining the ability to ask and answer questions, give opinions and take position on heard opinions,
- introduction into German literature,
- gaining the ability to read, understand and translate simple pedagogical texts.

Contents:

Giving information about prohibitions and orders, describing a day course, accommodation offers, describing housing conditions, hotel reservation, obtaining information, asking for a way and giving such information. Brief descriptions of German- speaking countries: borders, capitals, communication, neighbours, German way to reunification. European Union- benefits for Poland, possible drawbacks. Conflict of generations. Civilization diseases. Problem of

unemployment. Upbringing problems- addiction danger (alcoholism, drugs and others). The influence of media on young people's development and attitudes.

Grammar:

Phonetics: pronunciation, intonation (affirmative and negative sentences, questions), primary/ secondary stress; spelling. Verbs: regular and irregular, modal, reflexive, complex, separable and inseparable, auxiliary verbs. Tenses: Praesens, Imperfecta, Perfect. Indicative/ imperative mood. Noun, compound nouns. Definite/ indefinite article. Negations: nein, nicht, kein. Adjective as predicative, complement or attribute; gradation. Prepositions with Dativ, Akkusativ and variable prepositions. Cardinal/ ordinal numbers. *Syntax*: Sentence syntax: single and composite sentences (the inversion and normal word order). Subordinate clause with conjunctions: dass, weil, obwohl, wenn, damit.

Reading list:

5. Themen Neu, część I i II, książka i ćwiczeniówka.
6. Grammatik? Kein Problem.
7. Ewa Maria Rostek. Repetytorium tematyczno-leksykalne. Cz. I i II, Bagros, 1995.
8. Kasety magnetofonowe do I i II części podręcznika.

RUSSIAN

Supervisor responsible for educational contents: Beata Kowalska MA

Educational targets:

- development of lingual skills which will help in free communication in everyday situations,
- developing vocabulary necessary to participate in cultural life,
- extending range of professional vocabulary,
- developing reading and understanding skills, translation of simple pedagogical texts.

Contents:

Students and their environment: family, friends, university, social life, relationships. Describing people. Cultural life: cinema, theatre, museum, art gallery. Hobbies and pastimes: sport, movie, book, journey and others. Everyday life: studying, shopping, services, diseases. Personal qualities. Branches of philosophy, philosophical methods. Teenage problems: alcoholism, drugs, violence. Conflict of generations. Contemporary world problems: unemployment, increase in crime.

Reading list:

4. Fidyk M., Skup-Stundis T.: Nowe repetytorium z języka rosyjskiego, Wydawnictwo Naukowe PWN, Warszawa 1999
5. Wierieszczagina I., Davajtie pogovorim... Teksty z życia codziennego z dialogami. WSiP, Warszawa 1995
6. Pado A.: Czytaj, piszi, govori! Podręcznik do języka rosyjskiego dla pierwszego roku filologii rosyjskiej i lektoratów, WSiP, Warszawa 1997

16.1-3PRTP-A07-WF1,2

Physical education:

Semester I, II 60h

Supervisor responsible for educational contents: Rafał Pawłowski MA

ECTS points:-

Assessment: pass

Educational targets:

- moulding and establishing pro- health and pro-semantic attitudes and habits,
- ensuring optimal development of physical fitness and physical motion skills; adjusting exercises to student's individual health and physical abilities,
- meeting students needs and interests in the field of sport, tourism and recreation,
- using physical education, sport and tourism in the process of education for recreation,
- increasing sport rivalry and assisting academic sport development,

- testing students' physical fitness in order to assess them and developing self-control abilities,
- training future physical education personnel.

Contents:

Knowledge: meaning of physical activity in human life, ways in which physical effort influence individual systems, hygienic lifestyle. Abilities: body shaping exercises, chosen forms of physical activity and their usage in health training and recreation. Physical activity: participation in different forms of physical activity, trainings, optional activities; sport, recreation and tourist events and camps.

05.9-3PRTP-A10-PW5

Optional course: Forensic Psychiatry

Semester VI Lecture (L): 30 h

Supervisor responsible for educational contents:

ECTS points: 2

Assessment: pass

Educational targets:

- acquiring knowledge in the field of Clinical Psychiatry and the branch of it- Forensic Psychiatry,
- familiarization with civil, criminal and family welfare code regulations applying to following cases: determining sanity, capacity to legal transactions, incapacitation, capacity to express one's will, dependence treatment regulations,
- the ability to use theoretical knowledge from the field of penal and civil jurisdiction for the future work in tutelary, educational and rehabilitative institutions, penal institutions, institutions of social welfare, welfare centres etc. (in order to select therapy, legal assistance and medical care)

Contents:

Clinical psychiatry- general psychopathology; symptoms, syndromes, disorders, diseases. Forensic psychiatry as a branch of clinical psychiatry. Penal jurisdiction; penal code, soundness of mind, diminished accountability, non-accountability, protective measures. Civil jurisdiction; civil code, family and guardianship code, legal incapacitation, declaration of will, last will, eligibility for marriage. Civil and penal jurisdiction; schizophrenia, affective diseases, organic psychosis, mental impairment, psychoorganic syndromes- demential, organic brain disease, dependences (drug dependence, alcoholism, drug addiction), personality disorders, states of emergency in psychiatry, deviations. Juvenile jurisdiction. Mental Health Protection Act.

Reading list:

9. Gierowski J., Szymusik A.: Postępowanie karne i cywilne wobec osób zaburzonych psychicznie. Wybrane zagadnienia z psychiatrii, psychologii i seksuologii sądowej, Collegium Medicum UJ, Kraków 1996
10. Bilikiewicz A. (red.): Psychiatria dla studentów medycyny, PZWL, Warszawa 1992
11. Uszkiewicz L.: Zarys psychiatrii sądowej, Wyd. Uniwersytetu Warszawskiego, Warszawa 1972
12. Dąbrowski S., Jaroszyński J., Pużyński S. (red.): Psychiatria, I/III, PZWL, Warszawa 1988
13. Bilikiewicz A., Pużyński S., Rybakowski J., Wciórka J. (red.): Psychiatria, I–II
14. Wiener J.M.: Medycyna behavioralna, (pierwsze wydanie polskie)
15. Rosehan D.L., Seligman M. EP. Psychopatologia, t. I–II
16. Pużyński S. (red.): Leksykon psychiatrii

Family Psychology

Supervisor responsible for educational contents: PhD Jolanta Szczurkowska

Course is to be done before the commencement of following courses: General Psychology, Social Psychology, Clinical Psychology and Psychology of Development of Human Being.

Educational targets:

- gaining knowledge about functioning of the family,
- using knowledge of family as a social system for understanding the functioning of both children and adults,
- using knowledge about family functioning for acquiring information about forms of psychological help.

Contents:

Family as a system- system features: integrity, subsystems and their co- relations, limits, structures, functions, adaptation skills, equifinality. Preparation for establishing a family in young people social experiences the (importance of family, peer contacts and cultural circle). Psychology of love. Choosing spouse. Factors determining successful marriage (social and psychological). Husband- wife relations: family roles, communication in marriage, psychological aspects of sexual life in marriage. Parent- children relations: parental attitudes, styles of education, intergenerational communication, identification with parents of both genders. Child- child relations: the importance of siblings, the influence that birth order has on child's personality, only-child and large families problem, sibling relations- cooperation, competition, conflicts. Enlarged family problems: relations with parents and in- laws, grandparents- grandchildren relations. Reconstructed families: half- siblings, stepmother and stepfather. Special family problems: ill member of family, old people, psychology of adoption. Single people and their contacts with family of origin. Forms of family guidance and therapy.

Reading list:

6. Brandon L.: Psychologia rodzaju, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
7. Braun-Gałkowska M.: Psychologiczna analiza systemów rodzinnych osób zadowolonych i niezadowolonych z małżeństwa, TN KUL, Lublin 1992
8. Satir V.: Rodzina – tu powstaje człowiek, GWP, Gdańsk 2001
9. Wenning K.: Mężczyźni są z Ziemi i kobiety są z Ziemi, GWP, Gdańsk 2003
- Wojciszke B.: Psychologia miłości, GWP, Gdańsk 1995

GROUP B, BASIC COURSES

12.9–3PRTP–B11–BR1

Biomedical Foundations of Human Development

Semester I Lecture (L): 15 h

 Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Andrzej Jopkiewicz

ECTS points: 6

Assessment: exam

Educational targets:

- familiarization with biological and medical aspects of human development and education,
- arousing interest in human biomedical problems, especially child ones,
- the ability to find connections between child school and educational difficulties and their development and health problems.

Contents:

Human morphological and physiological diversion. Division and course of ontogenesis, development of structure and functions of individual tissues and systems. Exogenous and endogenous factors of human development. Main health problems of children, youth and adults. Main health reasons for school failures and their effects. Methods of controlling development maturation and growing-up processes. Functional evaluation as an indicator of state of health.

Reading list:

6. Jopkiewicz A., E. Suliga: *Biologiczne podstawy rozwoju człowieka*, ITE, Radom-Kielce 2000
7. Jopkiewicz A.: *Dziecko kieleckie. Normy rozwoju fizycznego*, ITE, Radom-Kielce 2000
8. Malinowski A.: *Wstęp do antropologii i ekologii człowieka*, Wyd. UŁ, Łódź 1994
9. Mięśowicz I. (red.): *Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości*, Warszawa 2001
10. Turner J. S., D. B. Helms: *Rozwój człowieka*, WSiP, Warszawa 1999

14.4-3PRTP-B16-WPPS1

Introduction to Psychology

Semester I Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Aleksander Gorbatkow PhD

ECTS points: 6

Assessment: exam

Educational targets:

- **General targets:**
 - development of psychological aspects of psycho- professional thinking,
 - development of psychological components of professional knowledge, skills and habits.
- **Cognitive targets:**
 - introduction of terms necessary for developing knowledge of general regularities of human psyche functioning,
 - making students aware of the fact that general regularities of human psyche functioning may be modified by gender, age and other individual qualities,
- **Practical targets:**
 - developing the ability to use theoretical knowledge for solving typical for pedagogical work problems,
- **Educational targets:**
 - arousing compassion and sensitivity to other people's needs and emotions, taking into consideration their cultural and distinctiveness.

Contents:

Psychology among other sciences. Theoretical and practical psychology. Main conceptions and branches of scientific philosophy. Methods of psychological tests. Structure and functions of psyche and cognitive, emotional and motivation processes. Structure and functions of basic actions and personality. Individual differences. Temperament and intelligence : chosen theories and typologies.

Reading list:

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

14.4-3PRTP-B17-PSRO2**Psychology of Human Development**

Semester II Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents Jolanta Szczurkowska PhD

ECTS points: 7

Assessment: exam

Course is to be done before the commencement of General Psychology course.

Educational targets:

- development of basic terms necessary for building up knowledge of development changes that occur in psychical functioning throughout life and their conditioning.

Contents:

The essence of the development. Factors determining development. Cognitive development: perception, memory, the act of thinking. Emotional development: emotions as processes connected with body, development of individual emotions. Social development: social interactions, learning social roles, complex social behaviours- social and aggressive behaviour. Moral development: learning moral values, importance of identification process, connections between moral and cognitive development- J. Piagete's and L.Kohlberg's theories. Personal development: self- development- self-consciousness and self- identity, self-esteem, sense of perpetration. Sexual identity. Psychosocial E.Eriksson's theory as example of theory that developed from dynamic trend. Conceptions of mature personality.

Development stages characteristics: prenatal period, infancy, pre-school age, school age, adolescence, early and middle adulthood.

Reading list:

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

14.4.–3PRTP–B14–PSS3

Social Psychology

Semester III Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Jolanta Szczurkowska PhD

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with psychological conditioning, mechanics and causes of human social functioning.

Contents:

Human as a subject discovering the world and him/herself. Social world: schemes and heuristics. Getting to know other people: creating representations of other people, drawing conclusions about their behaviour. Getting to know yourself: self- identity, self- presentation. Social influence. Conformity, subordination, obedience. Group and group processes: group types, targets, norms, structure and cohesion. Influence that group has on individual: facilitation, social laziness, deindividuation. Attitudes and their nature: changing attitude- social dissonance and persuasive announcement, attitudes versus behaviour, advertisement. Human relations. Interpersonal attractiveness: conditionings and regularities, love and

friendship, chosen theories of mutual attractiveness. Aggression: its nature, research on aggression directions, ways of counteracting. Prejudices: their nature, causes, aftermaths, ways of overcoming prejudices. Social behaviour: theories explaining why people help others, individual and social conditionings of social behaviour, giving aid results.

Reading list:

6. Aronson, E., Wilson T., Akert R.: Psychologia społeczna – serce i umysł, Wydawnictwo Zysk i S – ka, Poznań 1997
7. Cialdini R.: Wywieranie wpływu na ludzi.. Gdańskie Wydawnictwo Psychologiczne, Gdańsk 1994
8. Kenrick D. S., Neuberg S. L., Cialdini R. B.: Psychologia społeczna, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
9. Mika S.: Psychologia społeczna, Wydawnictwo Naukowe PWN, Warszawa 1984
10. Strelau J.: Psychologia. Podręcznik akademicki, Tom 3, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2000

14.2–3PRTP–B15–SE4

Sociology of Education

Semester IV Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Maria Sroczyńska PhD

ECTS points: 3,5

Assessment: grade

Educational targets:

- familiarization with basic theoretical issues of sociological interpretation of phenomena connected with human education,
- efficient usage of sociological texts, mainly from the field of sociology of education,

- the ability to use sociological knowledge for individual scientific and research activities.

Contents:

Contemporary educational ideologies. Social structure versus education. School selections and their social conditionings. School system and its functions in education process. Equal educational opportunities principle. Threats- barriers to principle realization. Education in social transformations process. Personal development in socialization process. Family as educational institution. School as educational environment. Family- school cooperation-creating common educational ground. Cultural institutions and their role in children, youth and adult education. Social and economical conditionings in Polish educational system. Education in Poland after reform of 1999.

Reading list:

6. Schulz R. (wybór): Antropologiczne podstawy wychowania, Warszawa 1996
7. Berger P.L., Luckman T.: Społeczne tworzenie rzeczywistości, Warszawa 1983
8. Mariański J.: Wprowadzenie do socjologii moralności, Lublin 1989
9. Meighan R.: Socjologia edukacji, Toruń 1993
10. Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1970

08.3-3PRTP-B12-HW2

History of Education

Semester II Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Waldemar Firlej PhD

ECTS points: 6

Assessment: exam

Educational targets:

- gaining knowledge of historical development of pedagogical thought and transformations that organisation, structures and functioning of educational institutions have undergone,

- familiarization with educational ideals formulated in different historic periods,
- inculcating future teachers and educationalists with pedagogical culture and most valuable pedagogical values that are to be passed down.

Contents:

History of Education as a science, its place among other pedagogical and historical sciences. History of Education subject of interest. Main History of Education representatives in Poland. Most important sources and studies of history of education. Periodization of history of education. Philosophical and pedagogical thought achievements; educational systems in ancient Greece and Rome- their influence on European culture and civilisation development. Educational ideals and educational system in the Middle Ages : Christianity versus pedagogical thought and educational system in antiquity, education in pedagogical thought of Christian philosophers, Carolingian Renaissance, class society education, medieval educational system, medieval universities, the role of church in education. Education in medieval Poland. The origin and organization of Krakow Academy . Pedagogical thought and education in Renaissance Europe. Importance of the Reformation for education. Pedagogical thought and education in Renaissance Poland. Roman Catholic Council of Trent reforms. Jesuitical and Piarists education. Currents in European pedagogical thought in the 17th and 18th century: J.A. Komeński, J. Locke, J.J. Rousseau. Education and endeavour to its reform in The Noble's Republic in the 17th and first half of the 18th century; S. Konarski and his educational activity- Knights School of Warsaw. Origin of, activity and importance of Committee of National Education. European pedagogical thought in the 19th century: F. Herbart, H. Spencer. Conquerors' educational politics in Poland in the 19th century. Polish pedagogical thought and education. Protection of Polish culture; defence against russification and germanization: the role of the Church and family. Pedagogical ideas of new education; representatives. Reconstruction, development and achievements of Second Polish Republic's education: unification, universal education, Polish education against European education. Occupiers' educational politics during the Second World War; organisation and range of underground education.

Reading list:

13. Kurdybacha Ł. (red.): Historia wychowania, t. 1-2, Warszawa 1967-1968
14. Miąso J. (red.): Historia wychowania. Wiek XX, cz. 1-2, Warszawa 1981
15. Bartnicka K., Szybiak I.: Zarys historii wychowania, Warszawa 2001

16. Kot S.: Historia wychowania. Zarys podręcznikowy, t. 1-2, Lwów 1934, wyd. 2, Warszawa 1996
17. Krasuski J.: Historia wychowania. Zarys syntetyczny, Warszawa 1989
18. Możdżeń S.: Zarys historii wychowania, cz. 1-3, Kielce 1992-1995; wyd. 2, Zarys historii wychowania, cz. 1: [do roku 1795], Kielce 1999
19. Możdżeń S.: Historia wychowania 1795-1918, Kielce 2000
20. Możdżeń S.: Historia wychowania 1918-1945, Kielce 2000
21. Wołoszyn S.: Dzieje wychowania i myśli pedagogicznej w zarysie, Warszawa 1964
22. Wołoszyn S.: Nauki o wychowaniu w Polsce w XX wieku, wyd. 2 poszerzone, Kielce 1998
23. Wroczyński R.: Dzieje oświaty polskiej 1795-1945, Warszawa 1980
24. Wroczyński R.: Dzieje oświaty polskiej do 1795 r., Warszawa 1983

05.0–3PRTP–B17–PO1,2

General Pedagogy

Semester II Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Henryk Cudak

ECTS points: 2 (semester I), 5 (semester II)

Assessment: exam

Educational targets:

- introducing students to scientific culture of pedagogy; diversity yet unity of methodological and educational research – combining traditional and modern critical orientations and trends in the field of educational sciences,
- transforming perception of education: from stereotypical to scientific and critical,
- the ability to conduct critical analysis; introduction into creative research of individual pedagogy, awareness of its consequences and rational guidelines,
- discovering and making oneself aware of individual pedagogical concepts, ideas, convictions and preferences,

- critical and reflective creation of individual students' pedagogical style,
- making students aware of practical usefulness of pedagogy in the process of affirmation of ideas, values, organizing educational structures and minimizing educational threats.

Contents:

Origin; structure versus tasks. Basic branches and subsections of pedagogy. Historical process of development of the knowledge about education ; contemporary status and usefulness. Pedagogy and its place among other sciences. The philosophical and psychological basics of pedagogical conceptions. Present methodological status of pedagogy and its transformations. Present transformations of educational practice. Development as a main aim of education in the light of major educational ideologies. Gaining personal identity in the process of lifelong education. Universal and lifelong education systems. Personal and professional structures of the teacher- form tutor towards the 20th century civilization. Components of educational process from the pedagogical perspective. Educational processes. Education as socially regulated form of culture transmission. Educational environment: family, school, class. Educational and teaching failures. Personal maturation as subject of education. Dangers facing children and youth.

Reading list:

6. Jaworska T., Leppert R. (red.): Wprowadzenie do pedagogiki. Wybór tekstów, Of. Wyd. „Impuls”, Kraków 1996
7. Kunowski S.: Podstawy współczesnej pedagogiki, Wyd. Salezjańskie, Warszawa 1993
8. Matyjas B., Ratajek Z., Trafiałek E.: Orientacje i kierunki w pedagogice współczesnej. Zarys problematyki, Wyd. Wszechnicy Świętokrzyskiej, Kielce 1997 (rozdz. 1-4)
9. Śliwerski B., Kwieciński Z. (red.): Pedagogika: podręcznik akademicki, WN PWN, Warszawa 2003 (t. 1)
10. Wołoszyn S.: Nauki o wychowaniu w Polsce w XX w., Dom Wyd. „Strzelec”, Warszawa 1993 (lub Kielce 1998)

05.7–3PRTP–B18–WKP3

Contemporary Pedagogical Research

Semester III Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Henryk Cudak

ECTS points: 5

Assessment: grade

Educational targets:

- introducing students to scientific culture of pedagogy; diversity yet unity of contemporary pedagogical trends and orientations,
- preparing students for perceiving and unaided solving of theoretical and practical problems in pedagogical activity,
- the ability to conduct critical analysis; introduction into creative research of individual pedagogy, awareness of its consequences and rational guidelines,
- critical and reflective creation of individual students' pedagogical style.

Contents:

Main theoretical and methodological trends in educational sciences. Pedagogical identity in the process of creation. Chosen educational ideologies of the 20th century. Currents in educational theory and practice development. Basic pedagogical antinomies. Post-modernistic pedagogical perspectives. Alternative pedagogy in the 21st century. Paulo Freire's Pedagogy of the Oppressed. Main currents and ideas in emancipation pedagogy. Basic premises of radical pedagogy. I. Illich's deschooling ideology. Humanistic pedagogy. Antipedagogy. Feminist pedagogy. Intercultural education. Traditional school versus virtual school and media education. New trends in pedagogy versus new schools.

Reading list:

8. Gnitecki J., Palka S. (red.): *Perspektywy i kierunki rozwoju pedagogiki*, Kraków-Poznań 1999

9. Kwieciński Z. (red.): Alternatywy myślenia o/dla edukacji, Warszawa 2000
10. Kwieciński Z., Śliwerski B.: Pedagogika: podręcznik akademicki, Warszawa 2003
11. Matyjas B., Ratajek Z., Trafiałek E.: Orientacje i kierunki w pedagogice współczesnej (zarys problematyki), Kielce 1996 i wyd. nast.
12. Śliwerski B.: Współczesne teorie i nurty wychowania, Kraków 1998 i wyd. nast.
13. Witkowski L.: Edukacja i humanistyka. Nowe konteksty humanistyczne dla nowoczesnych nauczycieli, Warszawa 2000.
14. Wołoszyn S.: Nauki o wychowaniu w Polsce w XX wieku, Kielce 1996 i wyd. nast.

05.7–3PRTP–B19–PPO3

Comparative Pedagogy

Semester III Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Ewa Kula PhD

ECTS points: 4

Assessment: grade

Educational targets:

- gaining knowledge about the functioning of contemporary educational systems and transformations and reforms conducted mainly in the second half of 20th century,
- underlining the influence that education has on inculcating and development of modern societies' culture; comparing and evaluating,
- analysing educational systems; main trends of their development – enriching students' knowledge and criticism in the context of Polish educational politics.

Contents:

Conditions for functioning of educational systems all over the world, their development and standards; EU educational politics priorities, e.g. Socrates, Leonardo and Tempus programmes. Establishment of the European Higher Education Area (due to the meaning of

Bologna Process). Teacher training system in chosen countries. Polish educational system problems on the comparative background.

Reading list:

8. Adamczyk M., Ładyżyński A.: Edukacja w krajach rozwiniętych, Stalowa Wola 1999
9. Pachociński R.: Pedagogika porównawcza. Podręcznik dla studentów, Białystok 1995
10. Pachociński R.: Oświata XXI wieku. Kierunki przeobrażeń, Warszawa 1999
11. Edukacja w świecie współczesnym, pod red. R. Lepperta, Kraków 2000.
12. Europejski Obszar Szkolnictwa Wyższego. Antologia dokumentów i materiałów, wybór i oprac. E. Kula i M. Pękowska, wyd. II poszerzone i uzupełn., Kielce 2006.
13. Delors J.: Edukacja. Jest w niej ukryty skarb, Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji, Warszawa 1998.

05.9–3PRTP–B20–PSP3,4

Social Pedagogy

Semester IV Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Elżbieta Trafiałek

ECTS points: 2 (semester III), 3 (semester IV)

Assessment: exam

Educational targets:

- familiarization with functioning of different types of educational environments,
- familiarization with social conditioning functionality of and dysfunctions of different areas of social activity,
- inculcating social thinking and understanding the importance of social dialogue.

Contents:

Origin and factors conditioning the rise of social pedagogy. Profiles of precursors to and representatives of social pedagogy . Rules of social pedagogy methodology, research procedures for diagnosing various educational environments. Introduction to environmental

factors conditioning educational processes. Analysis of conditions enabling people to fulfil their needs at all development phases and in different life situations. Discussion over extensive, extra-institutional spheres inculcating personality and living conditions of individuals and social groups; far-reaching role of local environment.

Reading list:

6. Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980
7. Wroczyński R.: Pedagogika społeczna, Warszawa 1985
8. Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995
9. Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001
10. Przecławaska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

05.7–3PRTP–B21–TW5

Theory of Education

Semester V Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Małgorzata Kalisz PhD

ECTS points: 5

Assessment: exam

Educational targets:

- familiarization with subjects of Theory of Education, discourses and disputes; structure of Theory of Education, basic terms and areas of research,
- active study of the literature from the field of theory of education; different educational conceptions and theoretical depictions of educational processes, targets, forms, methods and means,
- introducing students to open-minded thinking about education; critical discussion about educational theory and activities, attempts at creative depiction of form tutor role and designing educational activities

Contents:

Cognitive and research areas of Theory of Education. Intentional educational process. Educational situations as educational process integral elements. Intentional education-theology of education. The basics of purposefulness of education versus educational targets' sources. Subjectivity of education. Efficacy of education. Basic branches of Theory of Education (moral, mental and aesthetic) and their integration .School educational system. Basic educational methods: rewarding, punishing, setting example and persuasion versus functional method. "Arousing" child through dialogue in educational conversation. Eristic and the art of negotiation. Methodology of trans-analysis. Children's school games. Form tutor's personality. Pedagogical competences of form tutor. New perspectives of training future form tutors: education "form dialogue to dialogue". Designing educational activities and making educational plans. Educational activity versus self- education.

Reading list:

7. Górniewicz J.: Teoria wychowania (wybrane problemy), Toruń-Olsztyn 1995
8. Konarzewski K.: Podstawy teorii oddziaływań wychowawczych, Warszawa 1982
9. Łobocki M.: ABC wychowania, Warszawa 1992
10. Łobocki M.: Teoria wychowania w zarysie, Kraków 2003
11. Radziewicz J.: O planowaniu pracy wychowawczej, Warszawa 1989
12. Schulz R.: (oprac. i wybór.). Antropologiczne podstawy wychowania, Warszawa 1996

05.1–3PRTP–B22–DO3,4

General Didactics

Semester IV Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Kazimiera Dutkiewicz PhD

ECTS points: 2 (semester III), 3 (semester IV)

Assessment: exam

Educational targets:

- introducing students to knowledge essential for practical activities,
- evoking critical reflection about decision making; planning and realization of didactic process.

Contents:

Didactics: targets and tasks. Didactics as a science, didactic research methods. Basic didactic terms: teaching, studying, educating, etc. didactic systems. Targets and educational contents. Process of education. Structural and programme reforms of education system in Poland. Teaching principles and methods. Didactic means. Organization of educational process. Programmed instruction. Multimedia educational programs. Control and assessment in educational process. School failures and successes conditioning.

Reading list:

6. Bereźnicki F.: Dydaktyka kształcenia ogólnego, Kraków 2001
7. Kruszewski K. (red.): Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich, Warszawa 1991
8. Kupisiewicz Cz.: Dydaktyka ogólna, Warszawa 2000
9. Okoń W.: Wprowadzenie do dydaktyki ogólnej, Warszawa 1996
10. Półturzycki J.: Dydaktyka dla nauczycieli, Toruń 1997

05.0-3PRTP-D38-PS2

Special Pedagogy

Semester II Lecture (L): 30h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Mirosław Rutkowski PhD

ECTS points: 5

Assessment: exam

Educational targets:

- introducing students to theoretical issues of Special Pedagogy and practical aspects of teaching and educating people with special educational needs,

- familiarization with contemporary targets and tasks of special pedagogy; special pedagogy among other sciences,
- familiarization with comprehensive branches of special pedagogy, their scope and subject of interest- common problems of special education, care and social support against other countries' systems,
- developing the ability to use theoretical knowledge for identifying educational, didactic and revalidation needs of the disabled.

Contents:

Contemporary methodology of special pedagogy; systematics and teleology. Valorization of the disabled lives: education, welfare and rehabilitation of the disabled - cultural and social conditioning; the evolution of social thinking about the role and place of the disabled in the society. Problems of the education and social integration of the disabled. Standard principles for equalizing chances of the disabled in United Nations and European Council's documents; educational and therapeutic interactions. Therapeutic and educational proceedings- currents and forms. The application of humanistic educational methods in special pedagogy. Functions, targets, scope and methods of special pedagogy in pre-school education (early intervention to corrects and compensate development deviations; special pedagogical help for disabled child's family; pedagogical diagnostics and therapy). Special education in compulsory education; preparation for having a job. Special pedagogy functions in common education: integrated education; premisses, levels and forms of school integration; factors conditioning successful integration; scope, targets and principles of orthodidactics. Special pedagogy towards reintegration and social and vocational revalorisation of disabled adults; eliminating subjective barriers to the process of readaptation. Social forms of welfare and educating the disabled: non-governmental organizations and the disabled foundations. The role of media in the special pedagogy targets realization. Detailed scope and specificity of the revalidation of the mentally, sensorial, somatic, linkage, motor disabled and autistic people; the specificity of assisting extremely gifted children and ones with school difficulties.

Reading list:

6. Dykcik W. (red.): *Pedagogika specjalna*, Wyd. Naukowe UAM, Poznań 2001
7. Sowa J., Wojciechowski F.: *Rehabilitacja w kontekście edukacyjnym*, Wyd. Oświatowe "Fosze", Rzeszów 2001

8. Sowa J.: Pedagogika specjalna w zarysie, Wyd. Oświatowe "Fosze", Rzeszów 1997
9. Sękowska Z.: Wprowadzenie do pedagogiki specjalnej, Wyd. WSPS, Warszawa 1998
10. Dykcik W. (red.): Nowatorskie i alternatywne metody w praktyce pedagogiki specjalnej. Wyd. UAM, Poznań, 2001

05.6–3PRTP–B24–PRS3

Pedagogy of Correction

Semester III Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Tadeusz Sakowicz PhD

ECTS points: 6

Assessment: exam

Educational targets:

- introducing students to Pedagogy of Correction as special pedagogy's sub-discipline- basic terms, history,
- familiarization with different branches of pedagogy of correction,
- familiarization with social maladjustment phenomena, its aetiology and ways of counteracting,
- gaining knowledge on correction institutions and their functioning,
- discussing the basis of social rehabilitation,
- introducing students to principles of education in social rehabilitation, latest methods of influencing resocialization (in and outside the penitentiary institutions),
- preparing students for conducting social rehabilitation activities, using diverse methods of designing them.

Contents:

Scope, principles and methods of education in social rehabilitation. Development of social rehabilitation as science. Social maladjustment phenomena: aetiology, symptoms, conditioning, therapeutic methods. Psychopathy: conditioning, methods of psychopathic individuals social rehabilitation. Social rehabilitation and assisting institutions: legal foundations, organization of work in chosen institutions (Detention in custody pending inquiry, Remand Centres, temporary shelter for minors provided by the police ("Policyjna Izba Dziecka"), Emergency Shelter, Juvenile Court, Penal Institutions, Reformatory, Family Welfare Centres). Social rehabilitation and prophylaxis in open environment; foster family, court guardianship, community centres and youth clubs. Social rehabilitation and therapy of addicted people.

Reading list:

6. Pospiszyl K.: Psychopatia, Warszawa 2000
7. Pytka L.: Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne i metodyczne, Warszawa 2001
8. Lipkowski O.: Resocjalizacja, Warszawa 1976
9. Kalinowski M., Pełka J.: Zarys dziejów resocjalizacji nieletnich, Warszawa 2003
10. Ostrihanska Z., Greczuszkin A.: Praca z indywidualnym przypadkiem w nadzorze rodzinnego kuratora sądowego, Lublin 1999

05.5–3PRTP–B25–AG4

Andragogics

Semester IV Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Sylwester Scisłowicz PhD

ECTS points: 3,5

Assessment: grade

Educational targets:

- gaining historical and latest knowledge about diverse aspects of social functioning of the adults,
- encouraging students in their way to lifelong self-education and self- realization,

- developing in students the ability to solve and predict problems, not their own, but also those occurring between them and other people and social problems in general,
- inculcating students with prosocial and pro- subjective attitudes,
- introducing students to stimulating methods of teaching and training adults.

Contents:

Origin and evolution of andragogics: psychological aspects of adult and old people's functioning; rudiments and targets of andragogics (adult education) and gerontology; contemporary theories of adult education; methodological dilemmas in andragogics; problems of adults' lifelong education; satisfying cultural and educational needs of adult and old people; physiological and social aspects of adult education; alienation versus self-realization of adults; the importance of self-control, self-evaluation, self-correction and will, freedom and self-responsibility of adults in the process of self-creation, creating others and the world in general. Active, functional recognition, presentation and searching for methods of assisting adults with lifelong education.

Reading list:

8. Aleksander T.: Andragogika, Ostrowiec Św. 2002
9. Malewski M.: Andragogika w perspektywie metodologicznej, Wrocław 1991
10. Pachociński R.: Andragogika w wymiarze międzynarodowym, Warszawa 1998
11. Pietrasiński Z.: Rozwój człowieka dorosłego, Warszawa 1990
12. Półturzycki J.: Akademicka edukacja dorosłych, Warszawa 1994
13. Turowski L.: Andragogika ogólna, Warszawa 1999
14. Wujek T.(red): Wprowadzenie do andragogiki, Warszawa 1996

05.9–3PRTP–B26–PPR4

Labour Pedagogy

Semester IV Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Prof. PhD Zdzisław Stoliński

ECTS points: 2,5

Assessment: grade

Educational targets:

- elucidation of the importance and place of work in people's lives ; ways of preparing children and youth for professional activity,
- developing interpersonal communication skills.

Contents:

The rudiments and targets of labour pedagogy; human-education-work as basic frames of reference in labour pedagogy. Theoretical and methodological rudiments of labour pedagogy. Labour pedagogy among natural sciences and labour sciences. Problem areas in labour pedagogy. Pre-vocational, vocational and pro-vocational education, lifelong education. Vocational education, in-service training and in-service education. Stages of professional development; promotion. Job versus choosing profession. Professional orientation. Diagnosing and maintaining professional usefulness of the employees. Active job search. Designing professional career; the art of presentation, negotiation and interpersonal communication. Education versus problem of unemployment: social and pedagogical counselling.

Reading list:

7. Kwiatkowski S. M., Symela K. (red): Standardy kwalifikacji zawodowych. Teoria metodologia projekty, Warszawa 2001
8. Kwiatkowski S. M.: Kształcenie zawodowe. Dylematy teorii i praktyki, Warszawa 2001
9. Bogaj A.: Relacje między kształceniem ogólnym a zawodowym. Kwiatkowski S.M. (red), Kształcenie zawodowe w warunkach gospodarki rynkowej. Warszawa 1994
10. Nowacki T.: Podstawy dydaktyki zawodowej, Wydanie 4, Warszawa 1983
11. Pietrasiński Z.: Podstawy psychologii pracy, Warszawa 1971
Wiatrowski Z.: Podstawy pedagogiki pracy, Bydgoszcz 2000

GROUP C, MAJOR SUBJECTS

05.0–3PRTP–C27–PED6

Pedeutology

Semester VI Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Prof. PhD Wanda Drózka

ECTS points: 2,5

Assessment: grade

Educational targets:

- gaining knowledge about teacher profession and latest trends in peudeutological reflection;
- familiarization with situation of teachers, ways of their instruction and professional development in other countries,
- understanding the importance of teacher profession, their role and place in society and culture,
- inculcating professional consciousness and identity of future teachers,
- inspiring students to critical social and educational reflection,
- inspiring students to reflection on ethical basis of the teacher profession: difficulties of teacher job.

Contents:

Currents in peudeutology, the state of research on teacher profession, the portrayal of teacher in peudeutological thought. Professional identity and philosophy. Personal pedagogical conceptions and visions of school. Educational worth of teacher profession. Professional development of teachers, problems in training teachers, teachers' pedagogical competences. Motives for choosing profession. Promotion and complementary education. Teacher's social status. Economic location, realities of teacher profession. The ethos and ethics of teacher

profession. Pedagogical style- definition, identification, characteristics; pedagogical style versus professional experience. The role of a teacher resulting from changing philosophy of education.

Reading list:

6. Dróżka W.: Młode pokolenie nauczycieli. Studium autobiografii młodych nauczycieli polskich lat dziewięćdziesiątych, Kielce 1997
7. Dróżka W.: Nauczyciel. Autobiografia. Pokolenie. Studia pedeutologiczne i pamiętnikoznawcze, Kielce 2002
8. Dróżka W., Gołębiowski B.: Współczesne zagadnienia zawodu nauczyciela, Kielce 1995
9. Katusiewicz H., Kwiatkowska, Zaczyński W.: Pedeutologia badania i koncepcje logiczne, Warszawa 1993
10. Legowicz J.: O nauczycielu - filozofia nauczyciela i wychowania, Warszawa 1975

10.9–3PRTP–C28–PPO06

Legal Foundations and Organization of Education

Semester VI Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Stanisław Majewski PhD

ECTS points: 2,5

Assessment: grade

Educational targets:

- developing knowledge of historical ways of development and contemporary trends promising to change both theory and practice of management,
- developing the ability to run and manage educational institutions,
- developing the ability to organize workplace,

- introducing students to legal foundations of education, rights and duties of teachers and other educational workers, competences of people responsible for proper functioning of educational system on different levels.

Contents:

Basic terms from the field of management. Development of various theories of organization and management: theory of scientific work organization, classical theory of organization, behavioural school, contemporary approach to the theory of organization- systemic and situational view. General theories of management with reference to management in education. An historical outline of the activity of national educational institutions in Poland from the 17th to the 20th century: period of activity of Committee of National Education, partition Poland, Second Polish Republic, Second World War and the Polish People's Republic. Transformations that organisation of educational institutions have undergone during the period of political system's transformation: transformation from centralist system to decentralization, increase of the competences of the first management level, school and educational institutions' headmasters, school autonomy, socialization of the management process. School as an organization; school management. Specificity of running an educational institution; human and material resources management. Legal and professional status of a teacher. Organization, competences and targets of school supervision.

Reading list:

11. Balicki M.: Zarządzanie szkolnictwem w Polsce (studium historyczno-porównawcze), Białystok 1978
12. Bogaj A., Kwiatkowski S. M., Szymański M. J.: Edukacja w procesie przemian społecznych, Warszawa 1998
13. Elsner D.: 20 problemów pracy własnej dyrektora szkoły, Jelenia Góra 1992
14. Encyklopedia organizacji i zarządzania, Warszawa 1981
15. Homplewicz J.: Zarządzanie oświatowe. Zarys problematyki oświatowej teorii organizacji, Warszawa 1982
16. Kobyliński W. (red.): Organizacja i kierowanie szkołą. Prace zespołu badawczego, Warszawa 1990
17. Kobyliński W.: ABC organizacji pracy nauczyciela, Warszawa 1988

18. Kobyliński W.: Podstawy organizacji i kierowania w oświacie, Radom-Warszawa 1994
19. Pęcherski M., Świątek M.: Organizacja oświaty w Polsce w latach 1917-1977. Podstawowe akty prawne, wyd. 2 zmienione i rozszerzone, Warszawa 1978
20. Smołalski A.: Historyczne podstawy teorii organizacji szkolnictwa w Polsce, t. 1-3, Kraków 1999

15.0–3PRTP–C29–ME2

Media in Education

Semester II Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Stefan Krawczyk MA

ECTS points: 3

Assessment: grade

Educational targets:

- introducing students to the basis for action and maintenance of the technical means used in didactics,
- familiarization with existing, but still not being used in Poland, new media,
- developing the ability to use computer in the didactic process,
- introducing students to various techniques of preparing didactic materials for visual and audio-visual presentations; digital technique.

Contents:

Presentation in the process of communication. Methods of sound recording: analogue (magnetic and mechanical) and digital (CD-R and Minidisk). Analogue TV-signal recording (VHS, SVHS, Hi-8). Digital TV-signal recording (mini DV, digital-8, DVD, DVD+RW). Digital static computer image (photo-CD) and digital camera (Memory Stick, SD, CF) recording. DVD- digital video disc; digital audio- video hi-resolution recording. Home Cinema System- Dolby Prologic, Dolby Digital, DTS. Data projectors- LCD, DLP, CRT.

Multimedia PC (MPC) as didactical aid (non-linear video assembly, audiovisual presentations, slides- designing and printing).

Reading list:

6. Gajda J., Juszczyk S., Siemieniecki B., Wenta K.: Edukacja medialna, Toruń 2002
7. Goban-Klas T.: Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu, Warszawa 1999
8. Łasiński G.: Sztuka prezentacji, Poznań 2000
9. Bogaj A., Kwiatkowski S.M.: Infrastruktura medialna szkół, Warszawa 2000
10. Kwartalnik „Edukacja medialna”

12.7–3PRTP–C30–EZ6

Health Education

Semester VI Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Bożena Zawadzka PhD

ECTS points: 2,5

Assessment: grade

Educational targets:

- arousing students’ interest in health issues and supporting their actions in the field of: identifying and solving their own health problems, social and personal development, other people’s health protection and creating healthy physical and social environment,
- preparing future teachers and form tutors for realization of the educational path on ‘Health Education’ at all educational stages and working with other groups of people at health education issues.

Contents:

Health as key term in health education. Main health problems- ways of prevention. Health education- the theoretical and methodological basis. Health promotion. Personal hygiene, hygiene of environment. Safety- accidents, injuries and poisonings prevention. Health feeding. Physical activity. Mental health and sexuality–chosen aspects. Psychoactive substances.

Reading list:

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

13.9–3PRTP–C31–EE6

Ecological Education

Semester VI Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Mirosława Parlak PhD

ECTS points: 2,5

Assessment: grade

Educational targets:

- developing environmental consciousness and care,
- inculcating students with a sense of responsibility for their actions,
- gaining knowledge of ecology,
- developing skills and abilities necessary for environment protection,
- developing the ability to form rational opinions based on the analysis of evidence and future's evaluation,
- understanding the need of balanced development,

- elucidation of the connections between personal, social and environmental dimension of education,
- the ability to use the environment as a source of knowledge and inspiration for development of wide-ranging skills.

Contents:

International ecological recommendations. Ecology as philosophy and way of living. Rudiments of ecophilosophy. Deterioration of inanimate nature -local and global problems. Threats to natural resources. Development of ecological consciousness. The educational process' contribution towards the rise of ecological consciousness.

Reading list:

6. Aleksandrowicz J: Sumienie ekologiczne, Wiedza Powszechna, Warszawa 1988
7. Bonenberg K.: Etyka środowiskowa, założenia i kierunki, Ossolineum, 1992
8. Cichy D.: Przygotowanie młodzieży do ochrony i kształtowania środowiska, LOP, Warszawa, 1984
9. Domka L.: Kryzys środowiska a edukacja dla ekorozwoju, Wyd. UAM, Poznań 1996
10. Kalinowska A.: Ekologia – wybór przyszłości, Editions – Spotkania, Warszawa 1992

05.9–3PRTP–C32–MPOW6

Methodology of Guardian and Educational Work

Semester VI Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Jolanta Biała PhD

ECTS points: 3,5

Assessment: exam

Educational targets:

- the ability to identify needs in the field of the upbringing in families and local guardian and educational institutions,

- improving methods, contents and forms of guardian and educational work in schools and guardian and educational institutions,
- encouraging students in self-education and self- improvement,
- the ability to combine theory with practice in drawing conclusions connected with their educational work,
- evaluating effects of educational and guardian work; educational work in institutional and family childcare- forecast.

Contents:

Rudiments and targets of guardian and educational work methodology. Forms of childcare. Guardians and wards- organizational structure. Principles of forming groups in educational and guardian institutions. Characteristics and problems of running educational/ guardian institutions and leading pedagogic team. Material basis of educational/ guardian institution versus its targets in the field of material help for children and youth. Educational/ guardian institutions' targets in the field of children's mental development and school education. Educational/ guardian institution as a centre of children's cultural life. Causes of domestic violence against children. Forms of institutional help for domestic violence victims- social program of action. Causes of conflicts between parents and children. Methods of solving problems. School educational and guardian system. Development threats to child at school. Contemporary conditioning of childcare system in Poland; local childcare systems. Designing educational/ guardian work. Knowing children and youth better as a prerequisite for effective guardian and educational work. Chosen problems of guardian work with socially maladjusted pupil/ student at school. Homelessness as social phenomena. Governmental and environmental institutions versus the problem of homelessness.

Reading list:

7. Dąbrowski Z.: Wprowadzenie do metodyki opieki i wychowania w domu dziecka, Warszawa 1995
8. Pomykało W. (red.): Encyklopedia Pedagogiczna, Warszawa 1993
9. Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, T. I i II, Kielce 2002
10. Kamińska U.: Zarys metodyki pracy opiekuńczo-wychowawczej w instytucjonalnych i rodzinnych formach opieki, Katowice 2002

11. Maksymowicz A.: *Metodyka pracy opiekuńczo-wychowawczej*, Olsztyn 1985
12. Kolankiewicz M. (red.): *Zagrożone dzieciństwo. Rodzinne i instytucjonalne formy opieki nad dzieckiem*, Warszawa 1998

05.9–3PRTP–C33–DP6

Pedagogical Diagnostics

Semester VI Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Elżbieta Lisowska PhD

ECTS points: 3,5

Assessment: exam

Educational targets:

- familiarization with diagnosing in social pedagogy,
- types of diagnosis: individual cases diagnosis, social groups diagnosis, local communities diagnosis, functioning of educational/ guardian institutions diagnosis, diagnosis of educational needs of individuals and groups;
- developing research ability, necessary for controlling teaching process (education, guidance, teaching),
- developing the ability to recognize and describe pedagogical phenomena by means of proper research methods and techniques; evaluate and interpret diagnosed phenomena; designing preventive and repair actions, verifying and evaluating their effects.

Contents:

Importance of diagnosis to pedagogical work. Diagnostic errors and their sources. Diagnosing educational and tutorial needs. Individual cases and environmental diagnosis. Identifying educational difficulties and failures (identifying difficult situations and school loads, school anxiety and phobia). Diagnosis of educational and guardian functions of school; cooperation between school educationalist, teachers and parents. Diagnosis of family environment, family

functions, mistakes in education. Identifying child abuse and neglect (negligence, physical, mental and sexual abuse). Informal peer groups diagnosis.

Reading list:

6. Brągiel J.: Zrozumieć dziecko skrzywdzone, Opole 1996
7. Gurycka A.: Błąd w wychowaniu, Warszawa 1990
8. Lepalczyk I., Badura J. (red.): Elementy diagnostyki pedagogicznej, Warszawa 1994
9. Lisowska E.: Wprowadzenie do diagnostyki pedagogicznej, Kielce 2003
- Meighan R. (red.): Socjologia edukacji, Toruń 1993

GROUP D, SPECIALIZED COURSES

12.2–3PRTP–D34–PK4

Clinical Psychology

Semester IV Lecture (L): 30h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Irena Pufal-Struzik

ECTS points: 5

Assessment: grade

Educational targets:

- **Cognitive targets:**
 - introducing students to the causes and types of mental health pathologies,
- **Practical targets:**
 - understanding the importance of educationalist to disorders prophylaxis and prompt briefing parents (institutions) on child's developmental irregularities,
 - developing the ability to work with aggressive, extremely gifted, neurotic and sick child and children with anxiety disorders,
- **Educational targets:**
 - inculcating students with proper attitude towards people with disorders,

- preparing students for self-education in the field of problems of psychological nature in human functioning.

Contents:

Health and illness- definitions. Chosen conceptions of mental health. Biopsychical and environmental causes of developmental, behavioral, personality, psychotic and neuridynamical disorders. Symptomatology of individual disorders. Effects of disorders on children and adults' didactic and social functioning. Basic principles of environmentally conditioned disorders prophylaxis; psychotherapy and treatment. Chosen legal problems in dealing with mentally ill people.

Reading list:

6. Bishop G.D.: Psychologia zdrowia, Astrum, Wrocław 2000
7. Carson R.C., Butcher J.N., Mineka S.: Psychologia zaburzeń, t.1 i 2, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003
8. Meyer R.G., Psychopatologia, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
9. Popielarska A., Popielarska M.: Psychiatria wieku rozwojowego, PZWL, Warszawa 2000
10. Rosenhan D.L., Seligman M.E.P.: Psychopatologia, Polskie Towarzystwo Psychologiczne, Warszawa 1994

14.4-3PRTP-D35-PPOR6

Psychological Foundations of Revalidation-related Influences

Semester VI Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Prof. PhD Władysława Pilecka

ECTS points: 4,5

Assessment: exam

Educational targets:

- gaining knowledge of psychosocial development of children in various stages of disablement (mental, sensory and somatic) and laws of its progression,
- familiarization with factors that enable or limit the release of development potential of disabled children,
- arousing students' interest in persistent search for effective ways of assisting disabled children's development,
- developing the ability to use knowledge from the field of psychology for solving revalidation, education and didactic problems.

Contents:

Conceptions of child's disablement. Categorical and non-categorical attitude towards diagnosis and revalidation of disabled children. Etiopathogenesis of disablement children- traditional and modern understanding. Disabled child's ecosystem as factor enabling release of their development potential. Cognitive, instrumental and neotic development resources of disabled children- chance for their creative adaptation. Theoretical and empirical model of assisting psychosocial development of disabled children. Cognitive development of disabled children- similarities and differences in its progression. Emotional development of disabled children- universality of its progression. Social development of disabled children- threats and opportunities. Personal development of disabled children- self-concepts, individual conceptions of world and disablement. Psychological and social situation of disabled children. Children with mental disabilities- opportunities and development threats depending on stage of disablement. Children with sensory disablement (vision disorders and hearing defects)- specificity of cognitive process and its significance for personal development and social competences. Children with somatic disablement (chronic somatic diseases and hearing dysfunctions)- individual attitude towards disablement as predeterminant of quality of their lives. Autistic children- typology, aetiology, psychological and pedagogical assistance. Children with coupling defects- conditioning of specificity of their development. Psychological assistance in special educationalist's job.

Reading list:

1. Kościelska M.: Oblicza upośledzenia, PWN, Warszawa 1995

2. Kowalik S.: Psychospołeczne podstawy rehabilitacji osób niepełnosprawnych, BPS Interart, Warszawa 1996
3. Obuchowska I. (red.): Dziecko niepełnosprawne w rodzinie, WSiP, Warszawa 1991
4. Pilecka W.: Przewlekła choroba somatyczna w życiu i rozwoju dziecka, Wyd. Nauk. UJ, Kraków 2002
5. Zalewska M.: Dziecko w autoportrecie z zamalowaną twarzą. Psychiczne mechanizmy zaburzeń rozwoju tożsamości dziecka głuchego i dziecka z opóźnionym rozwojem mowy, Wyd. J. Santorskiego, Warszawa 1998

14.4-3PRTP-D36-POTU5

Psychology of People with Learning Difficulties

Semester V Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Jolanta Szczurkowska PhD

ECTS points: 5

Assessment: exam

Course is to be done before the commencement of course in Clinic Psychology.

Educational targets:

- familiarization with sources of learning abnormalities and consequences of school failures.

Contents:

Learning abnormalities: dyslexia and dysgraphia- causes, disorders image, methods of assistance. Hyperexcitability as a source of learning difficulties and social maladjustment. Significance of psychic constitution for behaviour dynamics. Deterioration of intelligence, lack of special abilities. Motivation disorders (problem of ill person). Teaching emotions- neurotic disorders as after-effects of learning pathomechanics. Skilled helplessness- disorders of sense of perpetration. Inculcating proper reactions and social roles, especially ones connected with gender.

Reading list:

1. Carson R.C., Butcher J.N., Mineka S., Psychologia zaburzeń. GWP, Gdańsk 2003
2. Dembo M.H., Stosowana psychologia wychowawcza WSiP, Warszawa 1997
3. Obuchowska I., Dynamika nerwic. PWN, Warszawa 1976
4. Bogdanowicz M., Psychologia kliniczna dziecka w wieku przedszkolnym, WSiP Warszawa 1985

05.9–3PRTP–D37–E15

Integrated Education

Semester V Practical Work (PW): 30h

Supervisor responsible for educational contents:

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with legal foundations of education; laws connected with organization of educational process for disabled children at integrated schools,
- developing the ability to prepare the draft of work with dysfunctional students on the basis of child's diagnostic documentation (Psychological- Pedagogical Guidance Centre's judgement and decree, medical certificate, individual observations),
- developing the ability to develop educational topics and methods of work that match needs and abilities of disabled children in integrated class,
- developing the ability to organize revalidation and corrective-compensatory activities for student with special educational needs; observing classes on various educational stages,
- familiarization with school's didactic base designed for increasing the efficiency of functional disturbances of children with different types of disablement;

Contents:

Integration. Legal foundations of social integration of the disabled. International regulations concerning giving equal opportunities for the disabled. Integration problems in Polish law.

Legal aspects of integrated education in Polish education system. Psychosocial premises of integration. Models of integrated education- overview of conceptions. Integrated education in Poland- forms of integrated education, phenomenon statistics. Specificity of roles in education- headmaster/headmistress, form tutors, parents, pupil/ student/ ward. Communication in integration process- possibility of alternative communication. Nursery school pupils' integration- opportunities and threats. Organizational aspects of integration process in nursery schools. Specificity of nursery school pupil's special needs. Subjective and objective determinants of integration efficiency. Methodical propositions of integration activities. Primary school pupils' integration- opportunities and threats. Organizational aspects of integration process in primary schools. Specificity of primary school pupil's special needs. Subjective and objective determinants of integration efficiency. Methodical propositions of integration activities. Disabled children and youth's opportunities and threats. The role of volunteer work in the reprocess of social integration. Integration issues in the nongovernmental institutions work.

Reading list:

1. Bogucka J., Kościelska M. (red.): Wychowanie i nauczanie integracyjne. Nowe doświadczenia, CMPPP MEN, Warszawa 1996
2. Dykcik W. (red.): Pedagogika specjalna, Poznań 2000
3. Hamer H.: Klucz do efektywności nauczania, „Veda”, Warszawa 1994
4. Krause A.: Integracyjne złudzenia ponowoczesności, „Impuls”, Kraków 2000
5. Król A.: Pomoce Dydaktyczne dla nauczycieli pracujących w klasach integracyjnych, Warszawa 2000
6. Macierz A. (red.): Z teorii i badań społecznej integracji dzieci niepełnosprawnych, „Impuls”, Kraków 1999
7. Witkowski T.: Rozumieć problemy osób niepełnosprawnych, MDBO, Warszawa 1993

05.7–3PRTP–D38–PO4,5

Pedagogy of Care

Semester V Lecture (L): 30h

Practical Work (PW): 60 h

Supervisor responsible for educational contents: Prof. PhD Bożena Matyjas,

Renata Stojecka-Zuber PhD

ECTS points: 3 (semester IV); 4 (semester V)

Assessment: exam

Educational targets:

- familiarizing students with views on pedagogy of care, children, form tutors and created by themselves educational systems and their possible usage in contemporary world,
- presentation of various types of form tutors: activist, researcher and community worker as role models preventing from insensitivity and professional burnout and setting example of proper perception of children's needs,
- introducing students to contemporary child welfare targets, history and transformation throughout ages,
- understanding the importance of family to the process of upbringing; basic tasks of assisting families organizations,
- arousing interest in child care: increasing once gained knowledge and lifelong complementary education.

Contents:

History of pedagogy of care practice and thought. Introduction to pedagogy of care; forerunners. Child care system: structure and functions, transformations, contemporary view. Educational and tutorial functions of family. Preparing educationalists for educational, tutorial and social work in changing social reality. Supporting children and family in local environment.

Reading list:

7. Badora S., Marzec D.: Twórcy polskiej pedagogiki opiekuńczej, Częstochowa 1995

8. Brągiel J., Badora S. (red.): *Formy pracy opiekuńczo-wychowawczej*, Częstochowa 1997
9. Kelm A.: *Węzłowe problemy pedagogiki opiekuńczej*, Warszawa 2000
10. Lalak D., Pilch T.: *Elementarne pojęcia pedagogiki społecznej i pracy socjalnej*, Warszawa 1999
11. Maksymowicz A.: *Pedagogika opiekuńcza*, Olsztyn 1990
12. Matyjas B.: *Aktywność kulturalna dzieci i młodzieży w teorii i praktyce pedagogicznej Janusza Korczaka*, Kielce 1996

05.6–3PRTP–D39–PNU5,6

Pedagogics of Mentally Handicapped People

Semester VI Lecture (L): 30h

Practical Work (PW): 60h

Supervisor responsible for educational contents:

ECTS points: 3 (semester V); 3,5 (semester VI)

Assessment: exam

Educational targets:

- familiarization with rudiments of special pedagogic; basic principles of work with the mentally disabled,
- developing the ability to educate people with various types of mental disability.

Contents:

Introduction to pedagogy of the mentally disabled: aims, targets and connections between pedagogy of the mentally disabled and other human sciences. Essence and causes for mental disablement: old and new classifications. Revalidation of people with mild, moderate, severe and most severe mental impairment: aims, targets, revalidation methods. Significance of family environment in the process of revalidation: stages and phases of solving problems connected with disablement by parents, strategies of dealing with disablement of ones child. Polish and foreign organizations supporting revalidation process. Structure and process of special education of the mentally disabled: aims, targets, educational syllabus and curriculum for people with mild and moderate mental impairment; educational possibilities people with

severe mental impairment, factors enabling proper organization of special education. Structure of integrated education, premises, principles and factors conditioning successful integrated education of children and youth with mild mental impairment and normal students. Mentally impaired students: cognition techniques and cognitive qualities, the role and targets of school educationalist. Preparing students with mild, moderate and severe mental impairment for professional career. Problem of social integration of adults with mental impairment.

Reading list:

1. Kirejczyk K (red.): Upośledzenie umysłowe – pedagogika, PWN, Warszawa 1981
2. Obuchowska I. (red.): Dziecko niepełnosprawne w rodzinie, WSiP, Warszawa 1999
3. Pilecki J (red.): Usprawnianie, wychowanie i nauczanie osób z głębszym upośledzeniem umysłowym, WSP, Kraków 1998
4. Sowa J.: Pedagogika specjalna w zarysie, Wydawnictwo Oświatowe FOSZE, Rzeszów 1997
5. Wyczęsany J.: Oligofrenopedagogika, . „Impuls”, Kraków 1998

05.6–3PRTP–D40–POTU7,8

Pedagogics of People with Specific Learning Difficulties

Semester VIII Lecture (L): 30h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Maria Jolanta Stąpór PhD

ECTS points: 3 (semester VII); 3,5 (semester (VIII))

Assessment: exam

Educational targets:

- familiarization with educational and learning process conditioning; learning difficulties, school failures and social selection,
- inculcating students with sensitivity to the difficulties of children with development disorders, which are determined by exogenous factors.

Contents:

Classification of learning difficulties connected with difficulties in memorising, gaining knowledge, developing skills and abilities, awareness of values and usage of once gained knowledge. Characteristic of people with learning difficulties caused by difficult family, school or social situation. Developing the ability to analyse and interpret factors influencing learning skills. Chronically ill, gifted, abused, suffering from separation anxiety disorders and/or social orphanage, with school anxiety and phobia, socially maladjusted, neglected and coming from social lower class children's learning conditioning: detailed analysis and interpretation. Insufficient School Achievements Syndrome – analysis and interpretation of social, school and family conditioning. Methodical guidelines and organizing cooperation with parents of children with learning difficulties. Methods and techniques of assisting children's development and learning process. Organization of learning process in class (inculcating self-discipline). Contemporary methods and techniques of supporting children with learning difficulties. Significance of implicit curriculum. Contemporary conceptions of giving equal educational opportunities (J. Delors pillars of education).

Reading list:

1. Babiuch M.: Jak współpracować z rodzicami „trudnych uczniów”? WSiP, Warszawa, 2002
2. Delors J.: Edukacja :jest w niej ukryty skarb, SOP, Warszawa 1998
3. Eby W., Smutny J.F.: Jak kształcić uzdolnienia dzieci i młodzieży? WSiP, Warszawa, 1998
4. Jundziłł I.: Dziecko – ofiara przemocy, WSiP, Warszawa 1993
5. Stąpór M.J.: Implikacje selekcji szkolnej w początkowym okresie kształcenia ponadpodstawowego. W: R.Kucha, E.Kłosa (red.): Funkcjonowanie młodego pokolenia Polaków i Ukraińców w kontekście integracji europejskiej. Nadzieje i zagrożenia, Wyd. UMCS, Lublin 1998
6. Kargulowa A.: Dlaczego dzieci nie lubią szkoły? WSiP, Warszawa 1991
7. Levis D.: Jak wychowywać zdolne dziecko? WSiP, Warszawa 1989
8. McCombs B.L., Pope J.E.: Uczeń „trudny”. Jak skłonić go do nauki, WSiP, Warszawa 1997
9. Mieszalski S.: O przymusie i dyscyplinie w klasie szkolnej, WSiP, Warszawa 1997

10. Pilecka W.: Przewlekła choroba somatyczna w życiu i rozwoju dziecka, WUJ, Kraków 2002
11. Rimm S.: Bariery szkolnej kariery, WSiP, Warszawa 1994
12. Rudniański J.: Jak się uczyć? WSiP, Warszawa 2003

14.4-3PRTP-D41-PPEP10

Psychological Support and Psychotherapy

Semester X Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Bogumiła Witkowska PhD

ECTS points: 6,5

Assessment: grade

Educational targets:

- introducing students to theoretical rudiments of psychotherapy and other forms of psychological support,
- gaining general knowledge of psychological support,
- developing practical ability to establish contact with people with psychological problems.

Contents:

Psychological support: essence, forms and conditioning. Principles of psychological intervention, supporting people in psychological crisis. Psychological rehabilitation, supporting people after unanticipated loss of physical fitness. Psychoprophylaxis, psychological counselling. Basic currents in psychotherapy. Therapeutic factors in psychotherapy. Basic methods and techniques used in psychotherapy.

Reading list:

1. Aleksandrowicz J.: Psychoterapia medyczna, PZWL, Warszawa 1996
2. Badura-Madej W.: Wybrane zagadnienia interwencji kryzysowej, 1996
3. Czabała, J.: Czynniki leczące w psychoterapii, PWN, Warszawa 1997

4. Grzesiuk, L. (red.) Psychoterapia. Szkoły, zjawiska, techniki i specyficzne problemy , PWN, Warszawa 1994
5. Strojnowski, J.: Psychoterapia. Poradnik dla osób, które chcą się odnaleźć oraz dla ich terapeutów

05.9–3PRTP–D42–PRP9

Pedagogic Counselling

Semester IX Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Maria Jolanta Stąpór PhD

ECTS points: 5

Assessment: exam

Educational targets:

- inculcating students with a responsibility for people in need; disinterested help and support of individual and social development; support relations,
- inculcating students with the sensitiveness to helplessness,
- introduction to pedagogical counselling methods.

Contents:

Factual and methodological guidelines on counselling process- interactive model of support. Counselling: methods, techniques, forms, directives, measures, principles, functions, stages, practical measures. Conditioning of the range of counselling and strategies of pulling out of helplessness. Characteristic of counsellor and typology of patients. Conditionings of family and school counselling. Optimising start in school. Responsibilities of the social worker in the process of accelerating the school maturity. Supporting development of individual abilities. Gifted children- characteristics. Family and institutional forms of upbringing and education of gifted child. Parents' pedagogic culture- index, scope, principles. Methodical and organizational guidelines on cooperating with parents. Analysis of family situations that need counselling. Family educational process' premises. Professional development- theories, phases. Characteristic of professional development factors; choosing a professional career (individual properties, family and social conditioning, vocational education and job market). Optimising professional development process and choosing a job; professional prospects; the role of family, school and social institutions. Vocational and educational pre- and reorientations. Characteristics of job, profession and sources of professional knowledge.

Vocational counselling system. Vocational orientation and counselling and their place in childcare system.

Reading list:

1. Kukułowicz T.: Rodzina wychowuje, WFU, Stalowa Wola 1996
2. Krawczyk L., Kulpa A., Maicka M. : Orientacja zawodowa, WS PWN, Warszawa 1999
3. Parzęcki R., Symela K., Zawadzki B.: Orientacja i poradnictwo zawodowe, ITE, Radom 1993
4. Pawłowska R.: Poradnictwo pedagogiczne, WSiP, Warszawa 1986
5. Pospiszyl I.: Przemoc w rodzinie, WSiP, Warszawa 1994
6. Szajek S.: System orientacji i poradnictwa zawodowego, WSiP, Warszawa 1989
7. Wilgocka-Okon B.: Dojrzałość szkolna – czy dojrzałość szkoły...dylematy „progu szkolnego”, „Edukacja” nr1, 1999
8. Wojtasik B.: Warsztat doradcy zawodu, WS PWN, Warszawa 1997

05.6–3PRTP–D40–POTU8,9

Methodology of Education and Upbringing of Mentally-Handicapped People

Semester IX Lecture (L): 60h

Practical Work (PW): 60h

Supervisor responsible for educational contents:

ECTS points: 4 (semester VIII), 5 (semester IX)

Assessment: exam

Educational targets:

- introduction to theoretical and practical rudiments of educational, didactic and revalidation work with children on different stages of mental impairment,
- inculcating students with sensitivity to educational needs of children with mental impairment,
- developing the ability to design and organize educational, didactic and revalidation process and individual educational- therapeutic programs,

- developing the ability to conduct critical analysis and search for creative solutions in educational, didactic and tutorial work with mentally disabled people.

Contents:

Teaching as a communicational process: specificity of communication with mentally disabled children, the role of teacher in the organization and realization of communicational process, errors in communication and their conditioning. Supportive and alternative communication in educating students with mental impairment. Principles of educating pupils and students with mild mental impairment in primary school and junior high school (gimnazjum). Organization of pupils with mild mental impairment education in the first three grades of primary school; curriculum and syllabus, specificity of methods and forms of work. Organization of pupils with mental impairment education in the process of integration with peers; aims, targets, specificity of planning and realization of social and didactic work, cooperation between parents and specialists, supportive methods, supervision and evaluation of achievements. Methods of educating pupils and students with mental impairment; assimilation of knowledge, self-education, laboratory method, method of induction. Models of education and learning in the process of pupils and students with mental impairment education; learning through stimulation, memorizing, learning by heart, acting out roles, cooperation principles, non-instructional education, conditions for learning. Diagnosing educational achievements of students with mental impairment; types of school marks, proper marking principles. Special school; types of classes, didactic elements, report and synopsis of lecture. Educational treatment in higher grades of primary school; the role of the teacher in inculcating students' interest, motives for choosing a profession. The place and role of after-class activities in the process of pupils and students with mild mental impairment education. Education of students with severe mental impairment; educational stages, curriculum and syllabus, individual educational-therapeutic programme. Methods of educational-therapeutic treatment towards students with moderate and severe mental impairment. Specificity of revalidation and educational work with students with most severe mental impairment; methods of stimulation and sensory-motor integration, developing basic adjustment skills.

Reading list:

1. Byers R, Rose R.: Jak zaplanować pracę z dziećmi o specjalnych potrzebach edukacyjnych, APS, Warszawa 2002

2. Joyce B., Calhoun E., Hopkins D.: Przykłady modeli uczenia się i nauczania, WSiP, Warszawa 1999
3. Kielin J.(red): Rozwój daje radość. Terapia dzieci upośledzonych umysłowo w stopniu głębokim, GWP, Gdańsk 2002
4. Lovaas O.I.: Nauczanie dzieci niepełnosprawnych umysłowo, WSiP, Warszawa 1993
5. Mikrut A., Wyczesany J.: Elementy metodyki nauczania początkowego dzieci upośledzonych umysłowo, Wyd. Naukowe AP, Kraków 2001
6. Orkisz M., Piszczek M.(red.): Edukacja uczniów z głębokim upośledzeniem umysłowym CMPP-P, Warszawa 2000
7. Pasternak E.: Materiały z metodyki kształcenia upośledzonych umysłowo w stopniu lekkim w szkole specjalnej, UMCS, Lublin 1994
8. Pilecki J. (red.): Usprawnianie, wychowanie i nauczanie osób z głębszym upośledzeniem umysłowym, WSP, Kraków 1998
9. Piszczek M.: Wczesna interwencja i pomoc dzieciom niepełnosprawnym, Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej MEN, Warszawa 1995
10. Piszczek M.(red.): Przewodnik dla nauczycieli uczniów upośledzonych umysłowo w stopniu znacznym i umiarkowanym, CMPP-P, Warszawa 2001
11. Polkowska I.: Praca rewalidacyjna z dziećmi upośledzonymi umysłowo w szkole życia, WSiP, Warszawa 2000
12. Podstawa programowa kształcenia ogólnego dla uczniów z upośledzeniem umysłowym w stopniu umiarkowanym i znacznym w szkołach podstawowych, gimnazjach i oddziałach przysposabiających do pracy w zasadniczych szkołach zawodowych, MEN, Warszawa 2001
13. Popławska J, Sierpińska B.: Zaczniemy razem. Dzieci specjalnej troski w szkole podstawowej. Poradnik dla nauczycieli szkół integracyjnych, WSiP, Warszawa 2001
14. Program nauczania szkoły podstawowej specjalnej dla uczniów z upośledzeniem umysłowym w stopniu lekkim, WSiP, Warszawa 2000
15. Program nauczania gimnazjum specjalnego dla uczniów z upośledzeniem umysłowym w stopniu lekkim, WSiP, Warszawa 2000
16. Program wychowania i nauczania dzieci i młodzieży upośledzonych umysłowo w stopniu umiarkowanym i znacznym, MEN, Warszawa 1997
17. Siwek H.: Możliwości matematyczne uczniów szkół specjalnych, WSiP, Warszawa 1992

18. Tkaczyk G.: *Metodyka nauczania i wychowania początkowego w szkole specjalnej*, UMCS, Lublin 2001
19. Wyczęsany J., Mikrut A.(red.): *Kształcenie zintegrowane dzieci o specjalnych potrzebach edukacyjnych*, AP, Kraków 2002

05.6–3PRTP–D44–MPKK8,9

Methodology of Corrective-Compensatory work with Children with Specific Learning Difficulties

Semester IX Lecture (L): 60h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Alicja Giermakowska PhD

ECTS points: 4 (semester VIII), 5 (semester IX)

Assessment: exam

Educational targets:

- gaining knowledge about specific learning difficulties,
- developing the ability to diagnose and conduct pedagogical therapy with students with learning difficulties.

Contents:

Specific learning difficulties (dyslexia, dysgraphia, dysortography, dyscalculia). Attitude towards etiology and pathomechanics of specific learning disorders. Psychological foundations of reading and writing process. Learning to read and write. Symptomatology of learning difficulties resulting from development disharmonies. Connection between speech disorders and reading and writing difficulties. Pedagogical diagnosis of the risk of dyslexia. Planning and conducting pedagogical therapy: programming therapies, choosing methods, measures and therapeutic techniques. Exercises improving perception and motor functions. Eliminating reading and writing difficulties, solving problems with absorbing basic mathematical skills. Institutional, psychological and pedagogical support for children with specific learning difficulties.

Reading list:

1. Bogdanowicz M.: O dysleksji czyli specyficznych trudnościach w czytaniu i pisaniu, Lublin 1994
2. Czajkowska I., Herda T.: Zajęcia korekcyjno-kompensacyjne w szkole, Warszawa 2001
3. Górniewicz E.: Pedagogiczna diagnoza specyficznych trudności w czytaniu i pisaniu, Toruń 1998
4. Kaja B. (red.): Diagnoza dysleksji, Bydgoszcz 2003
5. Krasowicz G.: Język, czytanie i dysleksja, Lublin 1997
6. Zakrzewska B.: Trudności w czytaniu i pisaniu, Warszawa 1996

05.6–3PRTP–D45–MWRN7,8

Methods to Support Handicapped People's Development

Semester VI Practical Work (PW): 60h

Supervisor responsible for educational contents: Małgorzata Pietrkiewicz MA

ECTS points: 2 (semester VII); 2,5 (semester VIII)

Assessment: exam

Educational targets:

- familiarization with basic techniques of supporting development of the disabled ,
- introduction to principles, philosophy and ways of practical applying those techniques.

Contents:

Therapy and supporting psychomotor and social development of autistic child; sensory integration method, holding method, method of alternative communication- pictograms, Macaton method, options method, TEACCH method, behavioural method, method of non-instructive teaching through amusement, plans of activities as a visual method of teaching self-dependence. Reduction of autistic children's difficult behaviours; Reduction of difficult behaviours of children with development disorders; C. Sutton's method, album of activities. Supporting the edevelopment of children suffering from cerebral palsy; Kabat's method,

NDT- Bobath's method, Peto method, Vojty method, Doman's method, sensory method, sound symbols method, alternative and supportive communication, verbal and nonverbal stimulation method, Bliss's system, music therapy, hippotherapy, art therapy. Deaf and hard of hearing people's methods of communication; finger language, dactylography, phonogestures, combined method, total communication method, auditory method, using electro-acoustics and surdopedagogy techniques. Methods of supporting development of children with refraction errors; video home training (VHT) method and its possible usage in early intervention programme, world experience world as a multisensoral stimulation method for children with conjugate disability; using Braille's system as blind people's method of communication; activity therapy.

Reading list:

1. Borkowska M.: ABC rehabilitacji dzieci. Mózgowe porażenie dziecięce, t.2, Wyd. Pelikan, Warszawa 1989
2. Borkowska M.: ABC rehabilitacji dzieci. Mózgowe porażenie dziecięce, t.3, Wyd. Dolnośląska Fundacja „Pomoc dzieciom”, Wrocław 1995
3. Bouvet D.: Mowa dziecka: wychowanie dwujęzyczne dziecka niesłyszącego, WSiP, Warszawa 1996
4. Kuczyńska-Kwapisz J., Kwapisz J.: Rehabilitacja osób niewidomych i słabowidzących, Wyd. Interart, Warszawa 1996
5. Korzon A.: Totalna komunikacja jako podejście wspomagające rozwój zdolności językowych uczniów głuchych, Wyd. Nauk. WSP, Kraków 1996
6. Lovaas O.L.: Nauczanie dzieci niepełnosprawnych umysłowo, WSiP, Warszawa 1993
7. Schopler E., Lansing M., Waters K.: Ćwiczenia edukacyjne dla dzieci autystycznych, Gdańskie Wyd. Psychologiczne i Stowarzyszenie Osobom Autystycznym w Gdańsku, Gdańsk 1994

05.6-3PRTP-D46-MZPN7,8

Methodology of Out-of-school Classes with Mentally Retarded Children

Semester VIII Lecture (L): 15h

Practical Work (PW): 45h

Supervisor responsible for educational contents: Karol Bidziński PhD

ECTS points: 4 (semester VII), 3 (semester VIII)

Assessment: grade

Educational targets:

- gaining knowledge and abilities connected with conducting out-of-school activities for children with mental impairment,
- familiarization with external and internal documents regulating out-of-school activity of special institutions,
- familiarization with various forms, methods and techniques of conducting out-of-school activities,
- developing the ability to design after-classes activities (synopsis of classes, syllabus) with consideration of specific needs of children and youth with mental impairment,
- developing the ability to conduct and evaluate various out-of-school activities.

Contents:

Designing, realization and evaluation of out-of-school activities serving for motor improvement, stimulating development of cognitive process, developing social competences and supporting personality development of children and youth with mental impairment.

Designing out-of-school activities. Making a contract with students (introducing students to curriculum, conditions and forms of assessment, ways of practical work organization, current standards); group integration; examples of programmes (proprietary programme for different activity groups, synopsis of lecture); guidelines for creating programs (students' needs, external and internal documents regulating functioning of special institutions, environmental and teacher resources). Out-of-school activities for motor improvement of children with mental impairment. Children's needs in the field of motor improvement; games and plays serving for motor improvement purposes (sensing body motions, developing the ability to cooperate with partner etc.); dance, illustrating activities; disabled sports (International Paralympic Committee, International Sports Federation for Persons with Intellectual

Disability); activities stimulating manual skills. Out-of-school activities for development of cognitive process of children with mental impairment. Children's needs in the field of cognitive processes stimulation; games and plays: developing perceptive functions and stimulating imagination, improving memory and concentration, stimulating the process of thinking and the act of speech; readership and theatre plays. Psychotherapy in the out-of-school activities for stimulating personal development. Children's needs in the field of stimulation of personal development; relaxation and unwinding games and activities; inculcating sensitiveness activities- staging, school theatre (emotional sensitiveness, releasing emotions, moral and social sensitiveness); releasing one's high vision of oneself. Developing social competences Children's needs in the field of developing social competences; interpersonal communication- practices; social perception, understanding and inference skills; self- government method (essence); scout method – “unblazed trail” (“Nieprzetarty Szlak”).

Reading list:

1. Burno Nowakowa H., Polkowska I.: Zajęcia pozalekcyjne z dziećmi upośledzonymi umysłowo, WSiP, Warszawa 1988
2. Pilecka Wł., Pilecki J. (red): Stymulacja psychoruchowego rozwoju dzieci o obniżonej sprawności umysłowej, Wydawnictwo Naukowe WSP, Kraków 1998
3. Pilecka Wł., Pilecki J. (red): Wychowanie dzieci o obniżonej sprawności umysłowej w internacie, Wydawnictwo Naukowe WSP, Kraków 1992
4. Kott T.: Wychowanie pozalekcyjne dzieci o obniżonej sprawności umysłowej, WSPS, Warszawa 1999

Complementary reading list:

1. Kamiński A.: Samorząd jako metoda wychowawcza, Warszawa 1980
2. Allue J.M.: Wielka księga gier i zabaw, Wyd. Jedność, Kielce 2003
3. Baum H.: Zabawy w lesie, Wyd. Jedność, Kielce 2002
4. Braun D., Greine R.: Zabawy rozwijające logiczne myślenie, Wyd. Jedność, Kielce 2001
2. Broich J.: Zabawy na świeżym powietrzu, Wyd. Jedność, Kielce 2001
3. Dembińska Wola M.: Domowe zabawy logopedyczne, WSiP, Warszawa

4. Gruszczyk-Kolczyńska E., Zielińska E.: Wspomaganie rozwoju umysłowego trzylatków i dzieci starszych wolniej rozwijających się, WSiP, Warszawa
5. Gruszczyk-Kolczyńska E., Zielińska E.: Zestaw zabawek edukacyjnych do wspomagania rozwoju umysłowego trzylatków i dzieci starszych wolniej rozwijających się, WSiP, Warszawa
6. Kacprowicz Z.: Małeńki teatrzyk na wielkie okazje, Wyd. Impuls
7. Król A. (red.): Seria książek „Pogodne wieczory”, Wyd. Rubikon, Kraków 2000
8. Kubiczek. M.: Koło teatralne w szkole podstawowej i gimnazjum, WSiP, Warszawa 2002
9. Patermann R.: Zabawy w naturze na każdą porę roku, Wyd. Jedność, Kielce 2003
10. Portmann R.: Zabawy rozwijające inteligencję, Wyd. Jedność, Kielce 2002
11. Zajączkowski K. (red): Kółko i krzyżyk – wybór gier edukacyjnych, Wyd. Rubikon, Kraków 2002
12. Liczne artykuły „Szkoły Specjalnej”, „Integracji” i innych czasopism pedagogicznych.

05.6–3PRTP–D47–LOGO5,6

Logopedics

Semester VI Lecture (L): 30h

Practical Work (PW): 45h

Supervisor responsible for educational contents: Alicja Giermakowska PhD

ECTS points: 2 (semester V); 3,5 (semester VI)

Assessment: exam

Educational targets:

- gaining knowledge of basic norms, departures and their causes in the process of child's language development,
- developing the ability to recognize symptoms of abnormalities in language development and take effective preventive actions, bound to stimulate child's language development.

Contents:

Language and speech- social, psychological and psycholinguistic aspects. Linguistic and communication competences. Development of language skills and language development conditioning. Causes and classification of speech and speech disorders; speech disorders' influence on communication process. Children's suffering from infantile diplegia and hard of hearing and mentally impaired children's speech underdevelopments- speech therapy. Children's with lalopathy and dysphasia school situation. Diagnosis of lalopathy and allophasia. Dysphasia- classification. Methods stimulating development of linguistic skills. Ortophonic exercises- their place and significance in nursery education. Logopedics prophylaxis; logopedic care in Poland.

Reading list:

1. Jastrzębowska G.: Podstawy logopedii :dla studentów logopedii, pedagogiki, psychologii i filologii, Opole1995
2. Kaczmarek L.: Nasze dziecko uczy się mowy, Lublin 1970
3. Kurcz I.: Język a psychologia: podstawy psycholingwistyki, Warszawa 1999
4. Gałkowski T., Jastrzębowska G. (red): Logopedia. Pytania i odpowiedzi, Opole
5. Minczakiewicz E.: Mowa, rozwój, zaburzenia, terapia, Kraków 1997
6. Sachajka E.: Uczymy poprawnej wymowy: metodyka postępowania ortofonicznego z dziećmi w wieku przedszkolnym, Warszawa1981

05.9–3PRTP–D48–KJP10

Proper Language Standards

Semester X Practical Work (PW): 45h

Supervisor responsible for educational contents: Prof. PhD Marek Kątny

ECTS points: 4,5

Assessment: grade

Educational targets:

- arousing respect for national language,
- increasing the knowledge of language and its development,
- increasing the ability to properly, fluently and effectively use spoken and written word,
- fostering aesthetic appreciation of language,
- developing the ability to take advantage of language guidance,
- disseminating growth norms in linguistic communication.

Contents:

Language and its functions. Language as a code, the act of speaking, text. Vocabulary and rules of linking words together and words' transformation- components of language system. Formal un informal varieties of language. Proper language standards- definition. Attitude towards linguistic tradition. Proper language standards in pre-war Poland. Linguistic purism and its varieties. Model and functional norms. Language standards, linguistic error. Linguistic correction criteria. Contemporary language problems, Polish Language Act. The role of mass media in disseminating and enriching knowledge of language and its proper usage. Correct pronunciation. Relics of dialects in the language of the intellectuals. Contemporary trends in nasals' pronunciation and consonant groups. Proper stressing in the words and their collocations. The role of intonation, modulation, punctuation marks and nonverbal means of expression in the process of linguistic communication. Chosen aspects of grammatical correctness. Declension- endings that have variants, having two genders, grammatical gender of borrowings, process of their polonization. Difficulties connected with constituting category of numbers. Declension of Polish and foreign surnames and geographical names. Correct and wrong forms in inflection and gradation of adjectives. Difficulties with inflection of numerals, contemporary trends- inflection limitations. Range of use and stylistic diversity of variances of pronouns. Conjugations- fluctuations and errors in past tenses forms, moving endings in the past conditional. Wrong forms of the infinitive and the imperative. Word formation and lexical correctness. Neologisms and their types, criteria of evaluation and correctness. Tendencies to abbreviation. Abuse of formations with adjective clause and fashionable words. Foreign words in Polish language, types of borrowings. Context versus words' ambiguity.

Reading list:

7. Kurkowska H., Skorupka S., Zarys stylistyki polskiej, Warszawa 1989
8. Szober S., Gramatyka języka polskiego, Warszawa 1968 i wyd. następne
9. Miodek J., Współczesna polszczyzna, Wrocław 1999
10. Kochański W., Klebanowska B., Markowski A., O dobrej i złej polszczyźnie, Warszawa 1989
11. Garczyński S., Sztuka myśli i słowa, Warszawa 1976
12. Doroszewski W., O kulturę słowa. Poradnik językowy, t. 1-3, Warszawa 1968

Interpersonal Training

Semester II Practical Work (PW): 30h

Supervisor responsible for educational contents:

ECTS points: 3

Assessment: grade

Educational targets:

- conducting activities that enable students to familiarize with the way in which they are being perceived by other people; comparing the findings with their self-images,
- supporting the development of realistic self-esteem,
- appraising the interpersonal value of different types of behaviour i.e. how our behaviour influence other people,
- giving the opportunity to observe ones own reactions to other people's behaviour,
- interpersonal training as a laboratory; self-exploration and analysing phenomena from the field of interpersonal relations in specific environment, in which rules and laws from the everyday-world are not necessary in force,
- supporting self-development; providing students with helpful information and advice,
- inculcating respect for personal distinctness and different sets of moral values; discovering affinity with other people- common desire for happiness, universal character of many a concern, community of fate.

Contents:

Training group should consist of 8-12 students. Optimal training should last 10 hours and last three days (there's no point in conducting training divided into fifteen meetings lasting two hours each). It is highly advised that meetings are conducted by two people: coach and co-coach. The room in which personal training is to be conducted should be cosy, with sound insulation, preferably stocked with comfortable mattresses instead of chairs. Students should be allowed to choose groups and a date of meetings by themselves (it is not advised to assign students to groups arbitrarily). It is recommended to notify students of the fact that comfortable and casual outfit is required.

PART ONE (introductory): Familiarization with what the personal training is and what is not (differences between personal training and psychotherapy). Introducing students and coaches

to each other. Establishing norms that will be in force during the training: discretion, physical and verbal non-aggression, turning to each other directly, the right to say “no”, conscious involvement principle. Activities and plays building up the feeling of safety within the group. (due to the obligatory character of personal training and the fact that after its conclusion students will still constitute a group, the level of safety-feeling may be lowered and within the group there be a resistance against changes that could violate informal group’s structure; hence it is advised that integrating games and activities are the main element of the whole interpersonal training).

PART TWO; Plays and activities typical for interpersonal trainings, adjusted to what is going on within the group; taking into consideration student’s individual psychical resistance; each activity should be discussed after its conclusion. (due to the reasons mentioned above, it is recommended that activities typical for this part of interpersonal training are not fully included; assertivity training activities are advised instead)

PART THREE; summation of student’s experiences and conclusions. Conducting anonymous poll that would evaluate the need for conducting interpersonal trainings and coaches’ competences.

Reading list:

1. Corey M.S., Corey G.: Grupy. Zasady i techniki grupowej pomocy psychologicznej
2. Jak żyć z ludźmi? - materiały MEN
3. Giacome E., Schiavetta M.: Zabawa na każdy dzień
4. James M., Jongeward S.: Narodzić się, aby wygrać
5. Johnson D.: Podaj dłoń
6. Król-Fijewska M.: Trening asertywności
7. Pacewicz A. (red.): Psychologiczne gry i ćwiczenia grupowe
8. Santorski J. (red.): ABC psychologicznej pomocy
9. Tokarczuk O. (red.): Grupa bawi się i pracuje
10. Zaborowski Z.: Trening interpersonalny

05.9-3PRTP-D50-PZ9

Pedagogy of Play

Semester IX Practical Work (PW): 30h

Supervisor responsible for educational contents:

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with methodical techniques that facilitate the process of teaching and learning,
- developing the ability to use theoretical knowledge for creating situations that enable each of group members to develop their best personal qualities (with the reference to theory of humanistic pedagogy and Gestalt's pedagogy),
- developing the ability to conduct creative, conscious and stimulating activities with his group's members.

Contents:

Stimulating groups' activity (stimulating role of play, methodology of work with group, types of plays and games etc). Stimulating educational activities (proprietary class, pedagogy of play in revalidation, mentally impaired youth etc). stimulating free time activities (stimulating small groups, communicational structures for large groups, integrating dance). Relaxation method, creative dance, active listening to music (Batti Syrauss' method), sensing body motions and sensorial integration method (V. Sherborne's method). Educational games and plays. Feedback.

Reading list:

1. Fleming I.: Po prostu zaczynamy. Praktyczne porady z zakresu pedagogiki zabawy, Jedność, Kielce 2003
2. Grupa i zabawa. Materiały metodyczne, „Kwartalnik Polskiego Stowarzyszenia Pedagogów i Animatorów”, KLANZA, Lublin 1995
3. Jachimowska M.: Grupa bawi się i pracuje. Zbiór grupowych gier i ćwiczeń psychologicznych, Oficyna Wydawnicza UNUS, 1994
4. Karolak W.: Sztuka jako zabawa – zabawa jako sztuka, CODN, Warszawa 2000
5. Reichel Gusti, Rabenstein Reinhold: Grupa i ruch. Metody relaksacyjne – taniec twórczy – Sport zespołowy – Gry i zabawy integrujące, AGB – CAK, Warszawa 1994

6. Vopel Klaus W.: Jak pobudzić kreatywność grupy. Propozycje ćwiczeń i zabaw, Jedność, Kielce 2003
7. Kędzior-Niczyporuk E. (red.): Wprowadzenie do pedagogiki zabawy, Wydawnictwo KLANZA, Lublin 1998

05.6–3PRTP–D51–UKNE9,10

Teacher’s Communicative Skills in Special and Integrated Education

Semester X Practical Work (PW): 45h

Supervisor responsible for educational contents: Karol Bidziński PhD

ECTS points: 3 (semester IX), 3,5 (semester X)

Assessment: grade

Educational targets:

- developing the ability of student-teacher communication (communication with students with specific educational needs),
- gaining knowledge of specific disabled youth needs from the field of communication,
- familiarization with alternative ways of communication (Bliss’ system),
- developing the ability to avoid barriers in communication,
- developing the ability to use “I” language,
- developing the ability to give and ask for reflexive information,
- gaining knowledge of ways of managing conflicts and solving problems using “the method without failures”,
- developing the ability to encourage students for hard work.

Contents:

“Healing and destructive power of communication” organization matters, group contact (the significance of interpersonal communication in school practice), familiarization with curriculum (four stages of communication). “How to listen so kids will talk?” discerning feelings (paraphrase, reflection and clarification), communication blocks (active listening principles). “How to talk so kids will listen?” Types of communications (giving and obtaining

reflexive information principles), “I” and “You”. “How to deal with conflicts” Types of conflicts (solving conflicts with “the method without failures”), managing conflict styles. “Praise that don not embarrass; criticism that do not hurt” How to praise (what instead of punishment?). What instead of criticism? “Disabled youth’s needs from the field of communication” Five communication/interaction axioms- Watzlawick (specific needs of disabled youth in the field of communication). “Supportive and alternative ways of communication” People in need of supportive an alternative communication (supportive an alternative communication methods). “Workshop evaluation” Assessment.

Reading list:

1. Gordon Th.: Wychowanie bez porażek, Instytut Wydawniczy Pax, Warszawa 1996
2. Faber A., Mazlish E.: Jak mówić żeby dzieci nas słuchały? Jak słuchać żeby dzieci do nas mówiły?, Wyd. „Media Rodzina”, Poznań 1992
3. Cooper P. J.: Sprawne porozumiewanie się, Wyd. CODN, Warszawa 2000
4. Kościelska M.: Oblicza upośledzenia, Wydawnictwo Naukowe PWN, Warszawa 2000
5. Tetzchner St. Martinsen H.: Wprowadzenie do wspomagających i alternatywnych sposobów porozumiewania się, Stowarzyszenie „Mówić bez słów”, 2002

05.9–3PRTP–D52–PROS6

Proseminar

Semester VI Practical Work (PW): 30h

Supervisor responsible for educational contents:

ECTS points: 1

Assessment: pass

Educational targets:

- theoretical and practical preparation for individual, indispensable to write Master’s thesis, research.

Contents:

Reading materials. Studies. Notes. Analysis and interpretation of source materials. Cognition versus scientific research; aim and essence. Range of research. Pedagogy as theoretical and practical science. Rudiments of pedagogy; basic terms and definitions. Context: discoveries, explanations and expectations. Contents stem from individual research of educational workers and readers, which is strictly connected with the range of research carried out in the Institute.

Reading list:

5. Pilch T.: Zasady badań pedagogicznych, Warszawa 1998
6. Łobocki M.: Metody i techniki badań, Kraków 2000
7. Nowak S.: Metodologia badań socjologicznych, Kraków 1990
8. Zaczyński W.: Praca badawcza nauczyciela, Warszawa 1997

05.9–3PRTP–D53–SEM7,8,9,10

Seminar

Practical Work (PW): 120h

Supervisor responsible for educational contents: Prof PhD Andrzej Bogaj

ECTS points: 2 (semester VII), 2 (semester VIII), 3 (semester IX), 14 (semester X),

Assessment: pass

Educational targets:

- preparing students for empirical writing Master's thesis,
- increasing knowledge of research methodology and usage of educational practice for individual research,
- inculcating critical and creative attitude towards educational and scientific problems.

Contents:

Stages of research proceedings. Model of examined phenomena in the light of critical analysis of reading materials. Problems and hypothesis in pedagogical research. Acquisition of data and data ordering, charts construction and graphical presentation of findings, quantitative and

qualitative analysis and interpretation of findings. Scientific language and style, Master's thesis structure; scientific standards.

Reading list:

6. Brzeziński J.: Metodologia badań psychologicznych, Warszawa 1996
7. Dutkiewicz W.: Praca magisterska z pedagogiki, Kielce 2000
8. Łobocki M.: Metody i techniki badań pedagogicznych, Kraków 2000
9. Łobocki M.: Wprowadzenie do metodologii badań pedagogicznych, Kraków 1999
10. Pilch T.: Zasady badań pedagogicznych, Warszawa 1995

11.2–3PRTP–D54–SS8

Statistics

Semester VIII Lecture (L): 30h

Supervisor responsible for educational contents: Barbara Walasek PhD

ECTS points: 2

Assessment: grade

Educational targets:

- familiarization with basic statistic techniques and developing the ability to use them for research purposes,
- introduction to operating limitations and conditions of applicability of statistic techniques in empirical pedagogy,
- understanding and critical reception of presented by mass media statistics,
- increasing the ability to develop statistical estimations; statistical analysis,
- understanding the probabilistic character of range of generalizations that can be made with the use of the language of statistic,
- developing the ability to choose statistics depending on the problem considered and type of variables under analysis.

Contents:

Definition of term (three meanings: popular, branch of knowledge, sample meter). The essence of statistics- language of statistics in relation to different ways of statistical inference. Population, sample, statistical unit- definitions. Types of statistical research: full and partial. The how and why of statistical sampling. Parameter and estimator. Variables and their classification. Sources of statistical errors. Series and statistic tables; structure, conventional signs, data items. Variable's distribution. Class intervals- usage principles. Limits of accuracy of class intervals. Accumulated series. Statistic charts: types, plotting principles. Depicting variable in the form of symbols. Variables' value- summation. Arithmetic operations on summation symbols. Central measure. Arithmetic mean (simple and weighted): properties. Median and its properties. Modal value- applicability constraints. Measure of dispersion. Average deviation, fluctuation and standard deviation. Coefficient of variation- applicability constraints. Skewness coefficient. Complex analysis of population-under-research structure: simple statistic description, types of distribution of variables. Simple methods of establishing correlations (series, charts and statistic tables examination). Pearson correlation coefficient. Spearman rank correlation. Quality factors correlation (point-biserial coefficient of features convergence). Estimating significance of correlation coefficient. Introduction to regression analysis. Essence of probability. Possible results. Types of statistic errors. Significance level. Curve. Estimating sample size. Sample scheme. Student's t-test; dependent and independent trials. Analysis of variance (ANOVA), F. Snedecor test. Power of statistic test, sample size, test resistance- generalizing inferences. Chi-square test. Chosen possibilities of chi-square test usage: goodness of fit, interrelation of features, measure of C. Pearson and T. Czuprow's connection strength. Conditions of applicability of chi-square test: huge samples, corrections for low frequency, reduction of contingency charts' dimensions.

Reading list:

9. Blalock H.M.: Statystyka dla socjologów, Warszawa 1975
10. Clauss G., Ebner H.: Podstawy statystyki dla pedagogów, psychologów, socjologów, Warszawa 1972
11. Clegg F.: Po prostu statystyka, Warszawa 1994
12. Ferguson G.A., Takane Y.: Analiza statystyczna w psychologii i pedagogice, Warszawa 1999
13. Góralski A.: Metody opisu i wnioskowania statystycznego w psychologii i pedagogice, Warszawa 1980

14. Guilford J.P.: Podstawowe metody statystyczne w psychologii i pedagogice, Warszawa 1960
15. Łaniec J.D.: Elementy statystyki dla pedagogów, Olsztyn 1990
16. Nowaczyk Cz.: Podstawy metod statystycznych dla pedagogów, Warszawa-Poznań, 1985

05.9–3PRTP–D55–ZEPW7

Integrated Preschool and Primary Education

Semester VII Lecture (L): 30h

Supervisor responsible for educational contents:

ECTS points: 3

Assessment: exam

Educational targets:

- developing the ability to combine traditional attitude with modern critical trends and techniques,
- gaining theoretical knowledge of preschool pedagogics, which should be used in practice,
- evoking critical reflection over making decisions in the process of planning and realization of didactic process in preschool education,
- helping students do explore themselves and develop individual pedagogic visions of integrated education, pedagogical and educational convictions and preferences.

Contents:

Development of preschool pedagogics as a science. Preschool education and its methodology in the past. Controversy over the ‘preschool pedagogics’ proper name. Essence, main problems and subjects of preschool education. Rudiments of preschool education. Preschool pedagogics and its place among other pedagogic sciences. Methodological orientations in primary pedagogics. Chosen techniques in primary pedagogics. Paradigms of methodology in contemporary psychology and their consequences for primary pedagogics. Scientific attitude towards humanistic education and criticism of authoritarian school. Theoretical basis of

primary education. Ambiguity of the term “theory”. Paradigms of education in contemporary pedagogics. Threats for primary educations. Contemporary educational models in primary education. Contemporary modernization trends in primary education. Modernization of primary education; definition, trends and needs. Moulding contemporary education system in Poland on the model of contemporary world’s standards. Rudiments of primary education reform. Educational targets in primary education and their introduction in the light of reform. General, heterogeneous and subjective educational targets in primary education. Operational targets: proclaiming procedure, proper functioning. Virtues and shortcomings of operationalization and taxonomy of targets. Taxonomical schemes. Primary education-syllabus and curriculum. Analysis of basic terms. Primary education program- essence and main functions. Types of knowledge; curriculum versus implicit curriculum and their structure. Curriculum and the prospect of individualization. Hermeneutic basis of primary education program’s construction. Primary education- curriculum (environmental, mathematical, Polish, fine arts, musical, technical, motor activity and health education). Synopsis of class in primary education. Theory of multilateral education versus synopsis of class. Subjects of and designing educational work of teacher. Educational work issues in primary education. Teacher’ s attitude and psychosocial skills. Rational organization of students’ activities. Cooperation between students within the school class. Other conditionings. Stimulation of pupil’s cognitive development. Cognitive conception versus primary education targets. Forms of nonverbal and verbal treatment. Normative image if primary school teacher. Teachers’ partnership with pupils in the first three grades of primary school. Subjectivity of educational and didactic process pupils in the first three grades of primary school. Verbal and nonverbal communication within school class-chosen elements. Problems of primary education effectiveness. Terminology. Educational effects- definition. Cognition of pupil’s educational achievements- methods. Pupils’ school achievemnets evaluation- traditional and in the light of reform.

Reading list:

1. Adamek I.: Podstawy edukacji wczesnoszkolnej, Kraków 1997
2. Dobrołowicz W.: Psychodydaktyka kreatywności, Warszawa 1995
3. Duraj-Nowakowa K.: Integrowanie edukacji wczesnoszkolnej, Kraków 1998
4. Szlufik W., Pekala A.(red.): Dziecko i sztuka, Częstochowa 2000
5. Cackowska M.(red.): Integralny system nauczania początkowego, Kielce 1992

6. Komorowska H.: O programach prawie wszystko, Warszawa 1999

13.9–3PRTP–D56–EŚ7,8

Environmental Education

Semester VIII Practical Work (PW): 45h

Supervisor responsible for educational contents: Mirosława Parlak PhD

ECTS points: 3 (semester VII); 3 (semester VIII)

Assessment: grade

Educational targets:

- familiarization with the contemporary ideas of environmental education in primary schools,
- familiarization with modern methods, forms and means of environmental education in primary schools,
- introduction to didactic materials available, principles of their evaluation and preparation,
- familiarization with the principle of preparing and conducting educational projects in the field of environmental education,
- developing skills and abilities connected with environmental protection,
- inculcating students with the sense of responsibility for environment and ecological consciousness,
- preparing students for inculcating their own pupils with pro-environmental attitude,
- developing students' methodical skills.

Contents:

Educational targets characteristics. Rudiments of environmental education in primary schools. Significance of research work for development of logical thinking and reflective attitude towards phenomena under research. Introducing students to environmental protection factors. Environmental education in the first three grades of primary school. Place and role of method that giving prominence to environmental education in the first three grades of primary school. Developing pupil's activity through the process of communion with nature. Significance of environmental education for the process of integration in primary

education. Supporting educational activity methods, methods of work and didactic means in environmental education. Familiarization with terms connected with nature and environment. Developing pupils' individual skills and abilities through the process of communion with nature. Supervision and evaluation of students' achievements at environmental education. Designing educational and didactic work in environmental education. Education in the field of ecology, environmental science and protection as one of the challenges for contemporary education. The merits of environmental education.

Reading list:

1. Środowisko społeczno – przyrodnicze w klasach I – III. Książka przedmiotowo – metodyczna, WSiP, Warszawa 1989
2. Więckowski R.: Edukacja środowiskowa, W: R. Więckowski (red.): Pedagogika wczesnoszkolna, WSiP, Warszawa 1993
3. Kufit G.: Kształtowanie wyobrażeń i pojęć historycznych w nauczaniu początkowym, WSiP, Warszawa 1980
4. Korzeniewski B.: Kształtowanie wyobrażeń i pojęć historycznych w nauczaniu początkowym, WSiP, Warszawa 1986
5. Frątczakowie E. J.: Ochrona i kształtowanie środowiska w edukacji dzieci przedszkolnych, LOP, Warszawa 1987

11.1–3PRTP–D57–EMA7

Mathematical Education

Semester VII Practical Work (PW): 30h

Supervisor responsible for educational contents: Ewa Kopeć PhD

ECTS points: 4

Assessment: grade

Educational targets:

- developing the ability to plan, organize and control effects of learning mathematics, taking into consideration contemporary views on school mathematics and education generally, didactic and psychological theories and individual differences between pupils and their styles of learning,
- developing the ability to combine mathematical education with other subjects,

- familiarization with theory and principles of curriculum, syllabus, text books and didactic helps' evaluation.

Contents:

Contemporary didactic and psychological theories on mathematical education in primary schools- overview. Operational character of mathematics and mathematical education, analysis of concrete, imagined and abstract activities. Heuristic plan of activities in functional method, familiarizing pupils with basic mathematical terms accordingly to functional concept of teaching, P. van Hiele's and J. Bruner's concept. Pupil's educational activity in the process of learning mathematics, learning difficulties. Integrated education: integrating mathematical education with other subjects; text problems, their classification and methods of solving. Equation and inequality- definitions; equation and inequality in multilevel scheme of functional method, solution of an equation- basic abilities. Natural numbers, multilaterality of natural numbers. Geometry- basic terms. Evaluation of pupils' educational achievements.

Reading list:

1. Gruszczyk-Kolczyńska E., Dzieci ze specjalnymi trudnościami uczenia się matematyki, WSiP, Warszawa 1994
2. Gruszczyk-Kolczyńska E.: Dlaczego dzieci nie potrafią się uczyć się matematyki, TWZZ, Warszawa 1999
3. Semadeni Z.(red.): Nauczanie początkowe matematyki, WSiP, Warszawa, t. 1, 1981, t. 2, 1984, t. 3, 1985, t. 4, 1988
4. Siwek H.: Czynnościowe nauczanie matematyki, WSiP, Warszawa 1998
5. Treliński G., Kształcenie matematyczne w klasach początkowych, WŚ, Kielce 1995

09.6–3PRTP–D58–EPO7

Polish Education

Semester VII Practical Work (PW): 30h

Supervisor responsible for educational contents: Irena Stańczak, PhD

Elżbieta Zyzik PhD

ECTS points: 4

Assessment: grade

Educational targets:

- developing the ability to teach and learn effectively,

- developing the ability to solve cognitive and realization problems,
- developing ability of team work and cooperation,
- gaining methodical knowledge from the field of Polish education,
- encourage students in self- education, creativity and natural curiosity,
- inspiring and support students in developing their best personal qualities.

Contents:

Methodical knowledge from the field of Polish education (according to curriculum), cognitive strategies and techniques of dealing with pupils of first three grades of primary school. Applying techniques of effective learning. Designing and organizing methodological work with pupils. Using different types of information sources (i.e. Internet). Self-evaluation, spotting, determining and solving problematic situations. Predicting results of undertaken actions. Cooperation within the group, the ability to act in favour of other people. Public performance. The ability to take advantage of mass media.

Reading list:

1. Jakubowicz A., Lenartowska K., Plenkiewicz M.: Czytanie w początkowych latach edukacji, Bydgoszcz 1999
2. Kida J., Hadała, Dyka F.: Koncepcje metodyczne pracy z lekturami w klasach I-III, Rzeszów 2000
3. Kołodziejka I.: Teatrzyk dla klas młodszych, Płock 1997
4. Cieszyńska J.: Nauka czytania krok po kroku, jak przeciwdziałać dysleksji, Kraków 2001
5. Węglińska M.: Opowiadanie jako forma wypowiedzi w klasach początkowych, Kraków 1997

03.1–3PRTP–D59–EPL9

Fine Arts Education

Semester IX Practical Work (PW): 30h

Supervisor responsible for educational contents: Magdalena Miernik MA

Anna Stawecka MA

ECTS points: 3

Assessment: grade

Educational targets:

- inculcating students with creative attitude (as a condition of child's creative attitude development),
- developing manual skills,
- developing open attitude towards any manifestation or aspect of child's creativity,
- arousing interest in fine arts.

Contents:

Rudiments of fine arts: drawings, sculpture, painting and graphic arts. Artistic output of those artists, whose works, due to their reception, is best suited for work with children. Psychophysical and artistic development of children (especially their artistic possibilities according to age and artistic techniques and tools to which they give preference). Most attractive forms and methods of working with children.

Reading list:

1. Daszyńska M.: Techniki graficzne, WSiP, Warszawa 1992
2. Marcinkowska K.: Bryły i reliefy WSiP, Warszawa 1998
3. Osęka A.: Spojrzenie na sztukę, Wiedza Powszechna, Warszawa 1987
4. Szuman L.: Sztuka dziecka. Psychologia twórczości rysunkowej dziecka, WSiP, Warszawa 1990
5. Hohensee-Ciszewska H.: ABC wiedzy o plastyce, WSiP, Warszawa 1988

03.2–3PRTP–D60–EMU8

Music Education

Semester VIII Practical Work (PW): 30h

Supervisor responsible for educational contents: Prof. PhD Irena Szypułowa

ECTS points: 3

Assessment: grade

Educational targets:

- developing ability to conduct music activities in nursery schools and first three grades of primary school.

Contents:

Theoretical rudiments of musical education; contemporary educational education systems (Z. Kodaly, E. Jaques – Dalcroze and K. Orff's) and their significance for integrated education. Methodical issues: five types of music activity (singing, playing instruments, music-motor activities, creating and perception of music). Organization and course of didactic-educational process (didactic games) and designing didactic and educational work (synopsises, projects, programmes).

Reading list:

1. Szypułowa I. (red.): Nauczanie muzyki w klasach wczesnoszkolnych, Zarys metodyki nauczania początkowego, t. VI, Kielce 1988
2. Chyła-Szypułowa I.: Muzyka w zintegrowanej edukacji wczesnoszkolnej, „Kwartalnik ISME”, 2003, nr 1-2-3
3. Pękala A.: Idee wychowania muzycznego w polskiej myśli pedagogicznej, Częstochowa 2001
4. Szypułowa I.: Pieśń szkolna – jej teoria, historia oraz miejsce w repertuarze edukacyjnym polskiego szkolnictwa XIX i XX wieku, Kielce 1994
5. Jankowski W.: Wychowanie muzyczne w szkole ogólnokształcącej, 1970

06.1–3PRTP–D61–ET7***Technical Education***

Semester VII Practical Work (PW): 30h

Supervisor responsible for educational contents: Prof. PhD Zdzisław Stoliński

ECTS points: 4

Assessment: grade

Educational targets:

- gaining knowledge and developing abilities indispensable for conducting technical education classes,
- technical education as organized type of pedagogical activity, which characterises using technology for influencing and educating individuals, changing their personalities and moulding technical culture.

Contents:

Knowledge, skills and abilities that are indispensable for taking proper place in the modern world of technics. Basic technical tools used in everyday family and community life. Arousing pupil's interest in technics.

Reading list:

1. Brooks H.: Technika, ewolucja, cel. Zagadnienia naukoznawstwa, nr 4
2. Dobrołowicz W.: Psychologia twórczości, Warszawa 1993
3. Furmanek W.: Zrozumieć technikę, Rzeszów 1995
4. Kazberuk J.: Nauczanie pracy – techniki w kl. I-III, Warszawa 1990
5. Nazar J.: Kształtowanie zainteresowań technicznych dzieci i młodzieży, Warszawa 1996

16.1–3PRTP–D62–EMO9

Motor Education

Semester IX Practical Work (PW): 30h

Supervisor responsible for educational contents: Małgorzata Markowska PhD

ECTS points: 3

Assessment: grade

Educational targets:

- preparing students to organize, design and realize process of motor education in nursery school and school.

Contents:

Pace and role of physical education in primary education. Physical education- curriculum. Educational methods and techniques in physical education; classes- structure, organization, synopsis, progress. Organization of work in nursery school. Educational values of motor activities. Games and plays and their significance for developing gymnastic and athletic skills and abilities; team, recreational and mini-sport games. Methodology of developing chosen abilities. Sets of exercises and synopsis of classes; conducting motor activities.

Reading list:

1. Grabowski H.: Teoria fizycznej edukacji. WSiP, Warszawa 1999
2. Nowakowska K.: Wybrane zagadnienia z metodyki wychowania fizycznego, Wszechnica Świętokrzyska, Kielce 1999
3. Strzyżewski S.: Proces kształcenia i wychowania w kulturze fizycznej, WSiP, Warszawa 1996
4. Sulisz S. (red.): Wychowanie fizyczne w kształceniu zintegrowanym, WSiP, Warszawa 2000
5. Trzeźniowski R.: Gry i zabawy, WSiP, Warszawa 1996

05.9–3PRDP–D63–PŚ6,7,8

Midyear Pedagogical Training

Semester VIII Lectures (L): 75h

Supervisor responsible for educational contents:

ECTS points: 0,5 (semester VI), 1 (semester VII), 1(semester VIII)

Assessment: grade

Educational targets:

- familiarization with functioning of educational, rehabilitative and tutorial institutions,
- participation in diagnostic, preventive, educational, tutelary and selection actions undertaken in social institutions,
- developing the ability to prepare various individual and group activities,
- inculcating students with the sense of responsibility for safety and proper development of their wards.

Contents:

Inspiring, educational, tutorial, coordinative, rehabilitative and supervisory actions in the educational, tutelary and rehabilitative process. Organization and realization of educational, rehabilitative and revalidation process in educational and tutelary institutions. Specificity of educational, tutelary, revalidation and resocializing treatment.

Reading list:

7. Baran J.: Wychowawcza rola środowiska pracy, Warszawa 1989
8. Bańka A.: Psychopatologia pracy, Poznań 1996
9. Kwiatkowski St.: Kształcenie zawodowe w warunkach gospodarki rynkowej, Warszawa 2001
10. Nalaskowski S.: O ideale wychowania i celach kształcenia, Toruń 1993
11. Nalaskowski S.: Humanizm i podmiotowość w wychowaniu, Toruń 1992
12. Wołk Z.: Kultura pracy, Sulechów 2000

05.9–3PRTP–D64–PC8,10

Continual Pedagogical Practice

Semester X Lectures (L): 75h

Supervisor responsible for educational contents: Anna Kieszkowska PhD

ECTS points: 1 (semester VIII), 1,5 (semester X)

Assessment: grade

Educational targets:

- enabling students direct contact with educational and tutelary problems,
- preparing for form tutor- guardian career and work in social, educational and tutelary institutions,
- cooperation in the field of diagnostics, prophylaxis, education and tuition in institutions,
- increasing knowledge of Master's thesis issues.

Contents:

Inspiring, educational, tutorial, coordinative, rehabilitative and supervisory actions in the educational, tutelary and rehabilitative process. Organization and realization of educational, rehabilitative and revalidation process in educational and tutelary institutions. Specificity of educational, tutelary, revalidation and resocializing treatment.

Reading list:

6. Baran J.: Wychowawcza rola środowiska pracy, Warszawa 1989
7. Bańka A.: Psychopatologia pracy, Poznań 1996
8. Kwiatkowski St.: Kształcenie zawodowe w warunkach gospodarki rynkowej, Warszawa 2001
9. Kwiatkowski St., Symela K. (red.): Standardy kwalifikacji zawodowych, Warszawa 2001
10. Wołk Z.: Kultura pracy, Sulechów 2000

15.4-3PRTP-D61-PB1

Library User and Information Skills Training

Lecture (L): 2h

Practical Work (PW): 3h

Supervisor responsible for educational contents:

Assessment: pass

Educational targets:

- developing the ability to use library Swietokrzyska Academy of Education resources; search options and placing orders.

Contents:

Basic information Structure and collections of library (faculty and institute reading rooms, lending library, main reading room, newspaper reading room, information- bibliographic reading room, special collections reading room and interlibrary lending). Library catalogues; computer and traditional index (location, completeness and access). Using library principles Registration, placing orders and library regulations. Computer index (searching and ordering,)

search principles, search options, placing an order, authorization, state of member's account, card index.

Elements of scientific information

Educational targets:

- theoretical and practical introduction to searching documents and information; electronic resources, especially those connected with group's major.

Contents:

Short information about types of scientific documents (books, magazines, periodicals, unpublished documents, audiovisual and electronic documents). Scientific documents search; database of library (of Swietokrzyska Academy of Education and others), bibliography (definition and types), current Polish National Bibliography (Bibliographical Guide. Official Specification of Prints Published in Republic of Poland, Periodical Contents Bibliography, Periodical Bibliography); card and electronic version; presentation and search exercises. Special and computer bibliographical databases form the field of knowledge connected with group's major. Factual information; information in internet and criteria of their creditability, websites of public and governmental institutions and universities, dictionaries, encyclopaedias and magazines online (especially those connected with group's major)

Pedagogy of Care and Education

FULL-TIME THREE-YEAR FIRST-CYCLE PROGRAMME

Year I, Semester I

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	08.1-3POW-A01-WZF1	Selected Problems of Philosophy	15	15	Grade	4
	09.1-3POW-A05-JO1,2	Foreign Language	-	30	Exam II	2
	16.1-3POW-A07-WF1,2	Physical Education	-	30	Pass	-

	12.9-3POW-B11-BR1	Biomedical Foundations of Human Development and Upbringing	15	30	Exam I	6
	05.0-3POW-B13-WPP1	Introduction to Pedagogy	30	30	Exam I	6
	14.4-3POW-B16-WPPS1	Introduction to Psychology	15	30	Exam I	6
	15.4-3POW-D56-PB1	Library User and Information Skills Training	-	5	Pass	-
		Safety and Health at Work	4	-	Pass	-
Total: 291			94	197		30

Year I, Semester II

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	14.2-3POW-A02-WS2	Introduction to Sociology	30	30	Grade	4
	09.1-3POW-A05-JO1,2	Foreign Language	-	30	Exam II	4
	16.1-3POW-A07-WF1,2	Physical Education	-	30	Pass	-
	08.3-3POW-B12-HW2	History of Education	30	30	Exam II	7
	14.4-3POW-B17-PSRO2	Psychology of Development and Personality	15	30	Exam II	7
	15.0-3POW-C29-ME2	Media in Education	15	15	Grade	4
	05.9-3POW-D58-KJP2	Proper Language Standards		30	Grade	4
Total: 285			90	195		30

Year II, Semester III

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.9-3POW-A3-MBP3	Methodology of Pedagogical Research	15	30	Exam III	4
	08.1-3POW-A3-EZ3	Professional Ethics	15		Pass	3
	05.1-3POW-B15-PDO3	Foundations of General Pedagogy	15	15	Exam III	4
	05.9-3POW-B19-PS3	Social Pedagogy	30	30	Exam III	5

	05.7-3POW-D34-PO3,4	Pedagogy of Care	15		Exam IV	2
	14.0-3POW-D40-PS3	Social Prophylaxis	45	30	Exam III	5
	14.5-3POWD50-WPO3,4,5,6	Workshop of Educational Work		30	Grade	2
	11.3-3POW-D53-I3	Information and Communication Technology		30	Grade	2
	09.2-3POW-D57-LIT3	Literature for Children and Youth	15	30	Grade	3
Total: 345			150	195		30

Year II, Semester IV

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.9-3POW-A6-PW4	Course to select: -Palliative Care -Family Psychology	30		Pass	1
	05.7-3POW-B14-TPW4	Theoretical Foundations of Education	15	15	Exam IV	3
	14.2-3POW-B18-SW4	Sociology of Education	15	15	Grade	2
	05.9-3POW-B20-PP4	Labour Pedagogy	15	15	Grade	2
	12.7-3POW-C27-EZ4	Health Education	15	15	Grade	2
	14.9-3POW-C28-PAT4	Social Pathology	15	15	Grade	2
	05.7-3POW-D34-PO3,4	Pedagogy of Care	30	30	Exam IV	3
	05.6-3POW-D35-PRS4	Pedagogy of Correction	30	30	Exam IV	3
	14.4-3POW-D37-PSW4	Social-Educational Psychology	30	30	Exam IV	3
	05.9-3POW-D39-DPSO4	Diagnosis of Social-Educational Needs	45	30	Exam IV	3
	05.9-3POW-D46-TPS4	Psychological Training		30	Grade	2
	14.5-3POWD50-WPO3,4,5,6	Workshop of Educational Work		30	Grade	2
	05.9-3POW-D51-SEM4,5,6	Diploma Seminar		15	Pass	2

		Civil Defence Training (optional course)	2		Exam IV	
Total: 510			240	270		30

Year III, Semester V

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.6-3POW-D36-PSC5	Special Pedagogy	30	30	Exam V	5
	12.2-3POW-D38-PSKL5	Clinical Psychology	30	30	Exam V	5
	05.9-3POW-D41-MPOW5,6	Methodology of Guardian and Educational Work	15	15	Exam VI	5
	05.9-3POW-D42-MASK5,6	Methodology of Social-Cultural Animation	15	15	Grade	4
	05.9-3POW-D43-PSW5	Social-Educational Counselling	30	30	Grade	5
	05.9-3POW-D47-PKS5	Foundations of Social Communication		30	Grade	2
	14.5-3POWD50-WPO3,4,5,6	Workshop of Educational Work		30	Grade	2
	05.9-3POW-D51-SEM4,5,6	Diploma Seminar		30	Pass	2
Total: 330			120	210		30

Year III, Semester VI

No	Code	Course	Lectures	Practical Work	Assessment	ECTS points
	05.9-3POW-D41-MPOW5,6	Methodology of Guardian and Educational Work		30	Exam VI	5
	05.9-3POW-D42-MASK5,6	Methodology of Social-Cultural Animation		30	Grade	3
	10.9-3POW-D44-PROP6	Law on Guardianship and Family Relations	45	15	Grade	4
	05.7-3POW-D45-SOWUE6	Educational and Guardian Systems of EU	45	15	Grade	4
	05.9-3POW-D48-NEG6	Negotiations		30	Grade	3
	05.9-3POW-D49-OPSR6	Environmental Guardianship	30	30	Grade	4
	14.5-3POWD50-	Workshop of Educational		30	Grade	2

	WPO3,4,5,6	Work				
	05.9-3POW-D51-SEM4,5,6	Diploma Seminar		30	Pass	2
	14.4-3POW-D69-PST6	Psychology of Creativity	30	30	Grade	3
Total: 390			150	240		30

GROUP A, GENERAL EDUCATION

08.1–3POW–A01–WZF1

Selected Problems of Philosophy

Semester I Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Janusz Sytnik-Czetwertyński PhD

ECTS points: 4

Assessment: grade

Contents:

Philosophy – the most general study of human and nature. Philosophy as generalization of detailed sciences and social development. Idealism and materialism. Matter and its structure, time and space. Causalism, development and progress, evolutionism. Determinism, necessity and freedom. Criticism of theology. Chosen issues of cognitive philosophy. Theories of knowledge, its subject and sources. Rationalism, apriorism and empiricism. Practical and theoretical cognition. Practice. Classic and non-classic theories of truth. Cognition as a process of verification and falsifiability. Hypostatization. Paradigmatism of knowledge. Conventionalism and logical empiricism. Philosophical and methodological issues of physics. The study of the progress of human knowledge. Methods and the laws of natural science. Empirical and theoretical physics, scientific experiments and mathematical methods. Mainstream and fringe physical theories. Its usage and connections with technological sciences and technology.

Reading list:

15. Cackowski Z.: Zasadnicze zagadnienia filozofii, Warszawa 1989
16. Legowicz J.: Zarys historii filozofii. Elementy doksografii, Warszawa 1964
17. Miś A.: Główne nurty filozofii współczesnej, Warszawa 1992
18. Opara S.: Filozofia: Współczesne zagadnienia i kierunki. Podręcznik akademicki, Warszawa 1999
19. Tempczyk M.: Fizyka a świat realny: elementy filozofii fizyki, Warszawa 1986
20. Tempczyk M.: Świat harmonii i chaosu, Warszawa 1995
21. Tempczyk M.: Fizyka najnowsza, Kraków 1998

14.7–3POSP–A01–AK4

Cultural Anthropology

Semester IV Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Halina Mielicka PhD

ECTS points: 4

Assessment: grade

Educational targets

- engaging students in conversation about cultural differences existing in modern societies.
- explanation of the principles of controversial endocentrism and effects of the lack of tolerance for cultural distinctness.
- analysis of the mechanics connected with attitudes towards values and functioning of institutions such as family and other kinship relationships.

Contents:

Types and varieties of anthropology. Introduction of basic theoretical orientations of cultural anthropology- portrayal of human as culture's creator and consumer. Culture as a subject of theoretical and practical (field, qualitative) research. Explanation of the ways in which culture influences existence of societies, cultural standards and connections between culture and

social integration. Culture versus nature. Dispute over human nature. Most important theories of interpreting culture. Structural and functional analyses of cultural processes. Culture versus personality. Axiological basics and classification of culture. Tradition and cultural changes. Introduction into primitive culture, culture of myth, religion, local, regional and mass culture, dynamics of cultural transformations. Local cultures versus popular culture. Main transformations and phenomena of contemporary culture.

Reading list:

13. Mrozek – Dumasowska M.: Człowiek w labiryncie magii, Warszawa 1990
14. Nowicka E.: Świat człowieka – świat kultury. Systematyczny wykład problemów antropologii kulturowej, Warszawa 1997
15. Olszewska – Dyoniziak B.: Człowiek – kultura – osobowość. Wstęp do klasycznej antropologii kultury, Kraków 1991
16. Sulima R.: Antropologia codzienności, Kraków 2000
17. Szyjewski A.: Etnologia religii, Kraków 2001
18. Wencel A. (red.): Wiedza o kulturze, Antropologia kultury. Zagadnienia i wybór tekstów, cz. 1, Warszawa 1995

14.2-3POW-A02-WS2

Introduction to Sociology

Semester II Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Halina Mielicka PhD

ECTS points: 3

Assessment: grade

Educational targets

- familiarization with chosen issues of social analysis.
- elucidation of connections between sociology, pedagogy and social philosophy.

Contents:

Introduction into theory and basic terms of modern sociology. Diversity of theoretical interpretations of topics like: societies' functioning, their structure, functions, institutions and most important processes occurring in their macro- and microstructures. Discussion over

issues like: symbolic interactionism, endomethodology, phenomenological sociology, liberalism, etatism, civil society, information society. Chosen aspects of axionormative systems' functioning and their role in the process of socialization. Sociology and its place among other social sciences, mutual dependence of sociology and pedagogy. Determining boundaries of general sociology and its future development prospects. Culture and social groups' character conceptions. Definition of conformism and non-conformism.

Reading list:

13. Mielicka H.: Podstawy socjologii. Mikrostruktury społeczne, Kielce 2002
14. Turowski J.: Socjologia. Wielkie struktury społeczne, Lublin 1994
15. Turowski J.: Socjologia. Małe struktury społeczne, Lublin 1993
16. Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1977
17. Kosiński S.: Socjologia ogólna. Zagadnienia podstawowe, Warszawa 1987
18. Sztompka P.: Socjologia. Analiza społeczeństwa, Kraków 2002

08.1.-3POPS-A04-E2

Ethics

Semester II Lecture (L): 15 h

Supervisor responsible for educational contents: Janusz Sytnik-Czetwertyński PhD

ECTS points: 3

Assessment: pass

Educational targets

- introduction of basic values, their hierarchy; conduct standards and their interiorization,
- developing personal system of moral principles and rules of behaviour, such as: conscientiousness, righteousness and taking responsibility for one's life by constant self- education and self- improvement,
- conscious fulfilment of the role played in society; innovation and creativity,

- understanding the value of social coexistence; readiness for dialogue, assertive educational integration, sense of responsibility for others, for atmosphere at work, mutual respect, trust, desire to help people in need, concern for public good,
- unvarying and consistent detachment from any kind of pathology and depravity.

Contents:

Ethics as philosophical and normative field of study, based on human reason and experience, covering the whole of issues connected with human life in the aspects of their self-fulfilment. In this connection ethics define basic values (good- evil), standards, evaluations and sanctions, cites natural and positive law, showing various possibilities of interpretation within the confines of individual philosophical schools and outlooks. In the individual aspect ethics concerns first of all human dignity, the worth and sense of life, human rights, conscience, moral perfection, freedom and responsibility. In the social aspect, on the other hand, ethics concerns marital and family life (parental responsibilities), standards of social coexistence (participation, professional solidarity, public good, environmental protection) , establish standards of professional life and deals with pathologies in life of communities.

Reading list:

11. Adamski F., Tchórzewski A.M. (red.): Edukacja wobec problemów moralnych współczesności, Kraków 1999
12. Stróżewski W.: W kręgu wartości, Kraków 1992
13. Gogacz M.: Ku etyce chronienia osób. Wokół podstaw etyki, Warszawa 1991
14. Styczeń T.: Wprowadzenie do etyki, Lublin 1993
15. Ślipko T.: Zarys etyki ogólnej, Kraków 2002

08.1–3POPS–A05–L1

Logic

Semester I Lecture (L): 15 h

Supervisor responsible for educational contents: Prof. PhD Andrzej Bogaj

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with basic issues of proper reasoning and inference,
- mastering the ability to use scientific terms,
- gaining competence in unaided inference.

Contents:

General characteristic of logic: definition of terms, branches of logic (semiotics, semantics, syntactics, pragmatics), logical theory of language; logic and its place among other sciences. Language versus linguistic statement: division of languages into natural, artificial, formal; linguistic statement and its functions (expressive, directive, informative, performative, rational). Language versus linguistic statement; natural, artificial and formal language. Linguistic statement and its functions (expressive, persuasive, suggestive, periphrastic, performative and rational). Name, its definition, referent marking relation, classification, content and scope, Propositional calculus; proposition (statement), statement evaluation; the language of propositional calculus : propositional variable, propositional connective and formula, various propositional connectives; transforming sentences from colloquial speech to language of propositional calculus; propositional calculus tautologies. Quantifier calculus: propositional form, monoargumental propositions, various quantifiers, universal and existential propositions, transforming sentences from colloquial speech to language of quantifier calculus. Definitions: definition's elements, division of definitions, the most common mistakes connected with defining. Inference: deduction, adding verisimilitude (reductive, inductive, through analogy).

Reading list:

11. Omyła M.: Logika. Wybrane zagadnienia, WSiP, 1980 i nast. wydania
12. Kotarbiński T.: Elementy teorii poznania, logiki formalnej i metodologii nauk, Wyd. PAN, Warszawa 1990
13. Ziemiński Z.: Logika praktyczna, PWN, Warszawa 1987
14. Stanosz B.: Ćwiczenia z logiki, PWN, Warszawa 1980 i wyd. następne
15. Kmita J.: Wykłady z logiki i metodologii nauk, PWN, Warszawa 1973 i wyd. następne

Methodology of Research

Semester V Lecture (L): 15 h

Practical Work (PW): 15h

Supervisor responsible for educational contents: Prof. PhD Andrzej Bogaj

ECTS points: 3,5

Assessment: exam

Educational targets:

- Familiarization with theoretical, methodological issues of methods and techniques of research in the field of social sciences (e.g. pedagogy).
- Acquiring ability to formulate research problems, hypotheses, finding variables and selecting coefficients.
- Familiarization with basic rules of research tools construction.
- Selective and critical study of pedagogical literature.
- Taking advantage of methodological knowledge to select methods, construct tools and unassisted preparation of empirical research.
- Skilful quantitative and qualitative analysis of the gathered empirical material.

Contents :

Familiarization with curriculum and syllabus. An introduction to methodology targets and issues. Basic terms. Significance of methodological knowledge, skills and abilities for the whole process of studying and pedagogical/educational work. Arrangement and structure of master's thesis. An introduction to methodology of pedagogical research. Basic terms. Types and rudiments of pedagogical research. Theory and its role in conducting pedagogical research. Teachers research work. Moral aspects of research work. Verification and diagnostic research process structure. Research problems, hypothesis, variables and coefficients. Defining terms. Types of definitions. Unassisted formulating hypotheses, research problems and operationalization of variables. Stages of pedagogical research. Analysis and characteristic of consecutive research process activities. Selection of sample for pedagogical research purposes. Pilot research. Research operative plan elaboration. Analysis of various

research conceptions on the basis of empirical research reports. Pedagogical experiment and experimental techniques. Experimental research utility. Most common experimental research errors. Quasi- experimental research. Opinion poll as a research method. Requirements for poll questions. Opinion poll techniques: questionnaire and interview. Sources of mistakes in opinion polls. Techniques and types of observation in opinion polls. Requirements for, objects and merits of proper observation. Cognition limits. Creating observation schedule. Determining educational effectiveness. School attainment test: characteristics, types, usage and targets. Test construction. Test tasks quantitative analysis. Sociometric method and its characteristics. Sociometric techniques: Moreno's technique, guess-who technique, goodwill and dislike survey, rank scheduling technique. Analysis and interpretation of the sociometric data. Sociometric cognition limits. Attitude and assessment scale. Likert's scale, Thurstone's scale, Guttman scale. Scale types and their usage. Scale construction. Assessment errors and their source. Analysis of documents. Types of documents. Techniques of document analysis. Creations (essays, compositions, diaries, drawings) analysis. Dialogue method (conversation). Commandments of dialogue method. Techniques of dialogue methods. Erroneous application of dialogue method. Biographic method: characteristics, merits and faults. Types of biographical method: monographic method, individual cases method.

Reading list:

11. Brzeziński J.: Metodologia badań psychologicznych, Warszawa 2003
12. Dutkiewicz W.: Podstawy metodologii badań – do pracy magisterskiej i licencjackiej z pedagogiki, Kielce 2001
13. Łobocki M.: Metody i techniki badań pedagogicznych, Kraków 2000
14. Pilch T., Bauman T.: Zasady badań pedagogicznych. Strategie ilościowe i jakościowe, Warszawa 2002
15. Zaczyński W.: Praca badawcza nauczyciela, Warszawa 1995

11.3–3POPS–A07–12

Information & Communication Technology

Semester V Practical Work (PW): 30h

Supervisor responsible for educational contents: Ryszard Błaszkiwicz PhD

Prof. PhD Jerzy Stamirowski

ECTS points: 4

Assessment: grade

Educational targets:

- Familiarization with the history of Information & Communication Technology development , basic terms and changes in the field of base hardware and software. Data collection and processing. Calculations and graphical presentation of obtained results.
- Study of use of accessible on Internet and in computer networks resources. Learning advanced techniques of data search via Internet. Making students aware of the risk involved with using computer networks. Gaining ability of creating websites. Familiarization with ways of designing multimedia presentations.

Contents:

Information system: built and functions. Preparing computer for given tasks execution: basic system operations on the example of Windows Operation System- system installation and configuration, operations on files. Utility programs: functions. Files and applications creation on the example of MS Office 2000. Information retrieval, presentation and dissemination. Estimation problems in the field of pedagogy. Data collection, retrieval and presentation with the use of database applications. Processing teaching measurements results in MS excel 2000. Data types: algorithm and program. Information sort and filter. Creating text documents that comprise characters, symbols and objects available in MS Office 2000 (MS Word 2000, MS Excel 2000). Searching information via Internet. Communication via Internet, information exchange through e-mail and discussion groups. Information transfer (Internet - MS Office files). Conversion of MS Word documents into HTML files. Saving documents on servers. Creating multimedia presentation and its scenario in PowerPoint, using found via Internet information (connecting with Internet in the application level). Database: database management. Basic database components on the example of MS Access 2000. Relations in MS Access 2000- creating and connecting with the use of keys. Database information retrieval with the use of QBE queries. Query as a temporary dynamic array. User- database interface. Basic ways of creating user interface. Database search results in the form of report. Database- Internet communication; basic information on database Internet applications.

Reading list:

11. Dyson P., Coleman P.: Windows 2000 Pl, Wyd. EXIT, 2000
12. Kopertowska M.: FrontPage 2000 HTML Podstawy, Tortech, 2001
13. Sokół M.: Tworzenie stron WWW. Ćwiczenia praktyczne, Helion 2000
14. Kopertowska M.: Ćwiczenia z PowerPiont zawansowane możliwości, Mikom, 2000
15. Cichosz P.: Systemy uczące się, WNT, 2000

09.1–3POW–A05–JO1,2

Foreign language:

Semester I,II Practical Work (PW): 30

ECTS points: 2 (semester I), 2 (semester II)

Assessment: exam

ENGLISH

Supervisor responsible for educational contents: Justyna Kopycińska MA

Educational targets:

- development of lingual skills which will help in free communication in everyday situations.
- familiarization with educational system , everyday life, customs, traditions and culture of Anglo- Saxon countries,
- everyday vocabulary development,
- different categories of vocabulary (e.g. technical vocabulary). Increasing pedagogical vocabulary (e.g. family and community life),
- expansion of lingual competence; establishing knowledge of learnt grammatical structures, learning new ones.

Contents (grammatical structures) :

Subject of classes and vocabulary: leisure time usage, personal data, giving and asking for information, describing feelings, past experiences, giving and asking for advice, educational systems of Great Britain and United States of America, effective learning, polite expressions, everyday expressions, describing people- describing suspects, summer plans (+postcard writing), plans and ambitions, an interview with famous person, geographical vocabulary- geographical names and definite article, shopping in department store- discussion about ways of shopping, report on accident, most important things in life- discussion, suggesting solutions, planning a trip, job application forms and interview, jobs, describing members of family and relatedness, describing places, designing workplace, technology, money, people in politics, religion, community life- what if...?, filling in forms, creating website advertising regional sights, pollution and environment protection, traditional British and American festivals and holidays- (Halloween, Guy Fawke's Day, Christmas, New Year's Day, Saint Valentine's Day, Easter). Grammar: general and specific questions, tenses: Present Simple, Past Simple, verbs: „have to/ must/ can”- obligations, prohibitions and orders, „should/ shouldn't”- giving advice, Present Continuous- present and future actions, gradation of adjectives, „to be going to/ would like to/ would prefer to”- intentions, Future Simple- expressing future, adjectives ending with “-ing” (describing features) and “-ed” (describing people), Present Perfect versus Past Simple (present versus past), definite/ indefinite articles, first conditional, expressing past- “used to”, Past Continuous- describing background for past events, gerund, “like” versus “would like”- likings, passive voice, „that/who/which”-relative clauses, Present Perfect Simple and Present Perfect Continuous- “unfinished past”, Past Perfect, reported speech, second conditional.

Reading list:

11. Basic Grammar in Use. Reference and practice for the students of English. R. Murphy, Cambridge Univ. Press, Cambridge 1993
12. English Puzzles. D. Case, Heinemann, Oxford 1990
13. English Vocabulary in Use. S. Redman, Cambridge Univ. Press, Cambridge 1997
14. English Grammar in Use. R. Murphy, Cambridge Univ. Press, Cambridge 1994
15. No Problem with English. B. Brandys, “ATT”, Bielsko-Biała.

FRENCH

Supervisor responsible for educational contents: Teresa Korduba MA

Educational targets:

- Development of skills in French language in everyday life.
- Integration of four basic lingual skills: speaking, writing, understanding of speech, reading with text understanding.

Contents:

Expressing opinions in present, future and past tenses- basic grammatical structures. Communication skills referring to matters of everyday life. Developing writing skills: job applications, notes, questionnaires, advertisements, notices. Culture and customs of Frankish countries.

Reading list:

9. Espaces (I, II) – Wydawnictwo Naukowe PWN – teksty i nagrania
10. Testez votre franais – Hanna Uzar
11. Francais – Repetytorium tematyczno – leksykalne – Mariusz Skoraszewski
12. Sylabus (2002 – 2005)

GERMAN

Supervisor responsible for educational contents: Jadwiga Kiec MA

Educational targets:

- development of skills in German language in everyday life,
- integration of four basic lingual skills: speaking, writing, understanding of speech, reading with text understanding,
- increasing vocabulary and phraseology,
- gaining the ability to ask and answer questions, give opinions and take position on heard opinions,
- introduction into German literature,
- gaining the ability to read, understand and translate simple pedagogical texts.

Contents:

Giving information about prohibitions and orders, describing a day course, accommodation offers, describing housing conditions, hotel reservation, obtaining information, asking for a way and giving such information. Brief descriptions of German- speaking countries: borders, capitals, communication, neighbours, German way to reunification. European Union- benefits for Poland, possible drawbacks. Conflict of generations. Civilization diseases. Problem of unemployment. Upbringing problems- addiction danger (alcoholism, drugs and others). The influence of media on young people's development and attitudes.

Grammar:

Phonetics: pronunciation, intonation (affirmative and negative sentences, questions), primary/ secondary stress; spelling. Verbs: regular and irregular, modal, reflexive, complex, separable and inseparable, auxiliary verbs. Tenses: Praesens, Imperfecta, Perfect. Indicative/ imperative mood. Noun, compound nouns. Definite/ indefinite article. Negations: nein, nicht, kein. Adjective as predicative, complement or attribute; gradation. Prepositions with Dativ, Akkusativ and variable prepositions. Cardinal/ ordinal numbers. *Syntax*: Sentence syntax: single and composite sentences (the inversion and normal word order). Subordinate clause with conjunctions: dass, weil, obwohl, wenn, damit.

Reading list:

9. Themen Neu, część I i II, książka i ćwiczeniówka.
10. Grammatik? Kein Problem.
11. Ewa Maria Rostek. Repetytorium tematyczno-leksykalne. Cz. I i II, Bagros, 1995.
12. Kasety magnetofonowe do I i II części podręcznika.

RUSSIAN

Supervisor responsible for educational contents: Beata Kowalska MA

Educational targets:

- development of lingual skills which will help in free communication in everyday situations,

- developing vocabulary necessary to participate in cultural life,
- extending range of professional vocabulary,
- developing reading and understanding skills, translation of simple pedagogical texts.

Contents:

Students and their environment: family, friends, university, social life, relationships. Describing people. Cultural life: cinema, theatre, museum, art gallery. Hobbies and pastimes: sport, movie, book, journey and others. Everyday life: studying, shopping, services, diseases. Personal qualities. Branches of philosophy, philosophical methods. Teenage problems: alcoholism, drugs, violence. Conflict of generations. Contemporary world problems: unemployment, increase in crime.

Reading list:

7. Fidyk M., Skup-Stundis T.: Nowe repetytorium z języka rosyjskiego, Wydawnictwo Naukowe PWN, Warszawa 1999
8. Wierieszczagina I., Davajtie pogovorim... Teksty z życia codziennego z dialogami. WSiP, Warszawa 1995
9. Pado A.: Czytaj, piszi, govori! Podręcznik do języka rosyjskiego dla pierwszego roku filologii rosyjskiej i lektoratów, WSiP, Warszawa 1997

16.1–3POPS–A09–WF1,2,3,4

Physical education:

Semester IV 60h

Supervisor responsible for educational contents: Rafał Pawłowski MA

ECTS points:-

Assessment: credit

Educational targets:

- moulding and establishing pro- health and pro-semantic attitudes and habits,

- ensuring optimal development of physical fitness and physical motion skills; adjusting exercises to student's individual health and physical abilities,
- meeting students needs and interests in the field of sport, tourism and recreation,
- using physical education, sport and tourism in the process of education for recreation,
- increasing sport rivalry and assisting academic sport development,
- testing students' physical fitness in order to asses them and developing self- control abilities,
- training future physical education personnel.

Contents:

Knowledge: meaning of physical activity inhuman life, ways in which physical effort influence individual systems, hygienic lifestyle. Abilities: body shaping exercises, chosen forms of physical activity and their usage in health training and recreation. Physical activity: participation in different forms of physical activity, trainings, optional activities; sport, recreation and tourist events and camps.

05.9-3POPS-A10-PW5

Course to select: Palliative Care

Semester V Lecture (L): 30h

Supervisor responsible for educational contents:

ECTS points: 2

Assessment: credit

Educational targets:

- gaining knowledge of palliative care for the ill people and their families,
- palliative care- definition, rudiments and principles,
- development of palliative care in Poland,
- palliative care system based on cooperation between workers of different sections of public health service,
- diagnosis of the ill people's needs,
- cooperation between the ill person, their family and friends,

- evaluation of the needs of the ill person's family,
- psychosocial assistance,
- diagnosis of approaching death,
- suffering model/ total pain/ suffering of people on the verge of death,
- last days of the ill person's life.

Reading list:

1. Mandecki T.: Kardiologia, PZWL, Warszawa 2000
2. Ściborski C.: Kardiologia dla lekarzy rodzinnych, PZWL, Warszawa 2001
3. Wielomska T.: Internistyczna intensywna terapia i opieka pielęgniarstwa, PZWL, Warszawa 1991
4. Retinger M.: Neurologia i pielęgniarstwo neurologiczne, 2000
5. Opieka paliatywna, wyd. AM w Bydgoszczy 1998
6. Podstawy opieki paliatywnej w chorobach nowotworowych, PZWL, Warszawa 1998
7. Ból – podstawy objawy w medycynie, Warszawa 1996
8. Leczenie bólu nowotworowego, Lublin 1997
9. Zdrowie publiczne, Kraków 2000
10. Komunikowanie w relacjach pielęgniarstwa – pacjent, Poznań 1995

Family Psychology

Supervisor responsible for educational contents: Barbara Braun PhD

Course is to be done before the commencement of following courses: General Psychology, Social Psychology, Clinical Psychology and Psychology of Development of Human Being.

Educational targets:

- gaining knowledge about functioning of the family,
- using knowledge of family as a social system for understanding the functioning of both children and adults,
- using knowledge about family functioning for acquiring information about forms of psychological help.

Contents:

Family as a system- system features: integrity, subsystems and their co- relations, limits, structures, functions, adaptation skills, equifinality. Preparation for establishing a family in young people social experiences the (importance of family, peer contacts and cultural circle). Psychology of love. Choosing spouse. Factors determining successful marriage (social and psychological). Husband- wife relations: family roles, communication in marriage, psychological aspects of sexual life in marriage. Parent- children relations: parental attitudes, styles of education, intergenerational communication, identification with parents of both genders. Child- child relations: the importance of siblings, the influence that birth order has on child's personality, only-child and large families problem, sibling relations- cooperation, competition, conflicts. Enlarged family problems: relations with parents and in- laws, grandparents- grandchildren relations. Reconstructed families: half- siblings, stepmother and stepfather. Special family problems: ill member of family, old people, psychology of adoption. Single people and their contacts with family of origin. Forms of family guidance and therapy.

Reading list:

10. Brandon L.: Psychologia rodzaju, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
11. Braun-Gałkowska M.: Psychologiczna analiza systemów rodzinnych osób zadowolonych i niezadowolonych z małżeństwa, TN KUL, Lublin 1992
12. Satir V.: Rodzina – tu powstaje człowiek, GWP, Gdańsk 2001
13. Wenning K.: Mężczyźni są z Ziemi i kobiety są z Ziemi, GWP, Gdańsk 2003
14. Wojciszke B.: Psychologia miłości, GWP, Gdańsk 1995

GROUP B, BASIC COURSES**12.9-3POW-B11-BR1****Biomedical Foundations of Human Development**

Semester I Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Andrzej Jopkiewicz

ECTS points: 6

Assessment: exam

Educational targets:

- familiarization with biological and medical aspects of human development and education,
- arousing interest in human biomedical problems, especially child ones,
- the ability to find connections between child school and educational difficulties and their development and health problems.

Contents:

Human morphological and physiological diversion. Division and course of ontogenesis, development of structure and functions of individual tissues and systems. Exogenous and endogenous factors of human development. Main health problems of children, youth and adults. Main health reasons for school failures and their effects. Methods of controlling development maturation and growing-up processes. Functional evaluation as an indicator of state of health.

Reading list:

11. Jopkiewicz A., E. Suliga: *Biologiczne podstawy rozwoju człowieka*, ITE, Radom-Kielce 2000
12. Jopkiewicz A.: *Dziecko kieleckie. Normy rozwoju fizycznego*, ITE, Radom-Kielce 2000
13. Malinowski A.: *Wstęp do antropologii i ekologii człowieka*, Wyd. UŁ, Łódź 1994
14. Mięśowicz I. (red.): *Auksologia. Rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości*, Warszawa 2001
15. Turner J. S., D. B. Helms: *Rozwój człowieka*, WSiP, Warszawa 1999

14.4-3POW-B16-WPPS1

Introduction to Psychology

Semester I Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Aleksander Gorbatkow PhD

ECTS points: 6

Assessment: exam

Educational targets:

- **General targets:**
 - development of psychological aspects of psycho- professional thinking,
 - development of psychological components of professional knowledge, skills and habits.
- **Cognitive targets:**
 - introduction of terms necessary for developing knowledge of general regularities of human psyche functioning,
 - making students aware of the fact that general regularities of human psyche functioning may be modified by gender, age and other individual qualities,
- **Practical targets:**
 - developing the ability to use theoretical knowledge for solving typical for pedagogical work problems,
- **Educational targets:**
 - arousing compassion and sensitivity to other people's needs and emotions, taking into consideration their cultural and distinctiveness.

Contents:

Psychology among other sciences. Theoretical and practical psychology. Main conceptions and branches of scientific philosophy. Methods of psychological tests. Structure and functions of psyche and cognitive, emotional and motivation processes. Structure and functions of basic

actions and personality. Individual differences. Temperament and intelligence : chosen theories and typologies.

Reading list:

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

14.4-3POW-B17-PSRO2

Psychology of Development and Personality

Semester II Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents Jolanta Szczurkowska PhD

ECTS points: 7

Assessment: exam

Course is to be done before the commencement of General Psychology course.

Educational targets:

- development of basic terms necessary for building up knowledge of development changes that occur in psychical functioning throughout life and their conditioning.

Contents:

The essence of the development. Factors determining development. Cognitive development: perception, memory, the act of thinking. Emotional development: emotions as processes connected with body, development of individual emotions. Social development: social interactions, learning social roles, complex social behaviours- social and aggressive behaviour. Moral development: learning moral values, importance of identification process, connections between moral and cognitive development- J. Piagete's and L.Kohlberg's theories. Personal development: self- development- self-consciousness and self- identity, self-

esteem, sense of perpetration. Sexual identity. Psychosocial E.Eriksson's theory as example of theory that developed from dynamic trend. Conceptions of mature personality. Development stages characteristics: prenatal period, infancy, pre-school age, school age, adolescence, early and middle adulthood.

Reading list:

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

14.4.–3POPS–B14–PSS3

Social Psychology

Semester III Lecture (L): 15 h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Jolanta Szczurkowska PhD

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with psychological conditioning, mechanics and causes of human social functioning.

Contents:

Human as a subject discovering the world and him/herself. Social world: schemes and heuristics. Getting to know other people: creating representations of other people, drawing conclusions about their behaviour. Getting to know yourself: self- identity, self- presentation. Social influence. Conformity, subordination, obedience. Group and group processes: group types, targets, norms, structure and cohesion. Influence that group has on individual: facilitation, social laziness, deindividualization. Attitudes and their nature: changing attitude-

social dissonance and persuasive announcement, attitudes versus behaviour, advertisement. Human relations. Interpersonal attractiveness: conditionings and regularities, love and friendship, chosen theories of mutual attractiveness. Aggression: its nature, research on aggression directions, ways of counteracting. Prejudices: their nature, causes, aftermaths, ways of overcoming prejudices. Social behaviour: theories explaining why people help others, individual and social conditionings of social behaviour, giving aid results.

Reading list:

11. Aronson, E., Wilson T., Akert R.: Psychologia społeczna – serce i umysł, Wydawnictwo Zysk i S – ka, Poznań 1997
12. Cialdini R.: Wywieranie wpływu na ludzi.. Gdańskie Wydawnictwo Psychologiczne, Gdańsk 1994
13. Kenrick D. S., Neuberg S. L., Cialdini R. B.: Psychologia społeczna, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
14. Mika S.: Psychologia społeczna, Wydawnictwo Naukowe PWN, Warszawa 1984
15. Strelau J.: Psychologia. Podręcznik akademicki, Tom 3, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2000

14.2–3POPS–B15–SE4

Sociology of Education

Semester IV Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Maria Sroczyńska PhD

ECTS points: 4

Assessment: grade

Educational targets:

- familiarization with basic theoretical issues of sociological interpretation of phenomena connected with human education,

- efficient usage of sociological texts, mainly from the field of sociology of education,
- the ability to use sociological knowledge for individual scientific and research activities.

Contents:

Contemporary educational ideologies. Social structure versus education. School selections and their social conditionings. School system and its functions in education process. Equal educational opportunities principle. Threats- barriers to principle realization. Education in social transformations process. Personal development in socialization process. Family as educational institution. School as educational environment. Family- school cooperation-creating common educational ground. Cultural institutions and their role in children, youth and adult education. Social and economical conditionings in Polish educational system. Education in Poland after reform of 1999.

Reading list:

11. Schulz R. (wybór): Antropologiczne podstawy wychowania, Warszawa 1996
12. Berger P.L., Luckman T.: Społeczne tworzenie rzeczywistości, Warszawa 1983
13. Mariański J.: Wprowadzenie do socjologii moralności, Lublin 1989
14. Meighan R.: Socjologia edukacji, Toruń 1993
15. Szczepański J.: Elementarne pojęcia socjologii, Warszawa 1970

08.3-3POW-B12-HW2

History of Education

Semester II Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Waldemar Firlej PhD

ECTS points: 7

Assessment: exam

Educational targets:

- gaining knowledge of historical development of pedagogical thought and transformations that organisation, structures and functioning of educational institutions have undergone,
- familiarization with educational ideals formulated in different historic periods,
- inculcating future teachers and educationalists with pedagogical culture and most valuable pedagogical values that are to be passed down.

Contents:

History of Education as a science, its place among other pedagogical and historical sciences. History of Education subject of interest. Main History of Education representatives in Poland. Most important sources and studies of history of education. Periodization of history of education. Philosophical and pedagogical thought achievements; educational systems in ancient Greece and Rome- their influence on European culture and civilisation development. Educational ideals and educational system in the Middle Ages : Christianity versus pedagogical thought and educational system in antiquity, education in pedagogical thought of Christian philosophers, Carolingian Renaissance, class society education, medieval educational system, medieval universities, the role of church in education. Education in medieval Poland. The origin and organization of Krakow Academy . Pedagogical thought and education in Renaissance Europe. Importance of the Reformation for education. Pedagogical thought and education in Renaissance Poland. Roman Catholic Council of Trent reforms. Jesuitical and Piarists education. Currents in European pedagogical thought in the 17th and 18th century: J.A. Komeński, J. Locke, J.J. Rousseau. Education and endeavour to its reform in The Noble's Republic in the 17th and first half of the 18th century; S. Konarski and his educational activity- Knights School of Warsaw. Origin of, activity and importance of Committee of National Education. European pedagogical thought in the 19th century: F. Herbart, H. Spencer. Conquerors' educational politics in Poland in the 19th century. Polish pedagogical thought and education. Protection of Polish culture; defence against russification and germanization: the role of the Church and family. Pedagogical ideas of new education; representatives. Reconstruction, development and achievements of Second Polish Republic's education: unification, universal education, Polish education against European education. Occupiers' educational politics during the Second World War; organisation and range of underground education.

Reading list:

25. Kurdybacha Ł. (red.): Historia wychowania, t. 1-2, Warszawa 1967-1968
26. Miąso J. (red.): Historia wychowania. Wiek XX, cz. 1-2, Warszawa 1981
27. Bartnicka K., Szybiak I.: Zarys historii wychowania, Warszawa 2001
28. Kot S.: Historia wychowania. Zarys podręcznikowy, t. 1-2, Lwów 1934, wyd. 2, Warszawa 1996
29. Krasuski J.: Historia wychowania. Zarys syntetyczny, Warszawa 1989
30. Możdżeń S.: Zarys historii wychowania, cz. 1-3, Kielce 1992-1995; wyd. 2, Zarys historii wychowania, cz. 1: [do roku 1795], Kielce 1999
31. Możdżeń S.: Historia wychowania 1795-1918, Kielce 2000
32. Możdżeń S.: Historia wychowania 1918-1945, Kielce 2000
33. Wołoszyn S.: Dzieje wychowania i myśli pedagogicznej w zarysie, Warszawa 1964
34. Wołoszyn S.: Nauki o wychowaniu w Polsce w XX wieku, wyd. 2 poszerzone, Kielce 1998
35. Wroczyński R.: Dzieje oświaty polskiej 1795-1945, Warszawa 1980
36. Wroczyński R.: Dzieje oświaty polskiej do 1795 r., Warszawa 1983

05.0-3POW-B13-WPP1

Introduction to Pedagogy

Semester I Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Henryk Cudak

ECTS points: 6

Assessment: exam

Educational targets:

- introducing students to scientific culture of pedagogy; diversity yet unity of methodological and educational research – combining traditional and modern critical orientations and trends in the field of educational sciences,
- transforming perception of education: from stereotypical to scientific and critical,

- the ability to conduct critical analysis; introduction into creative research of individual pedagogy, awareness of its consequences and rational guidelines,
- discovering and making oneself aware of individual pedagogical concepts, ideas, convictions and preferences,
- critical and reflective creation of individual students' pedagogical style,
- making students aware of practical usefulness of pedagogy in the process of affirmation of ideas, values, organizing educational structures and minimizing educational threats.

Contents:

Origin; structure versus tasks. Basic branches and subsections of pedagogy. Historical process of development of the knowledge about education ; contemporary status and usefulness. Pedagogy and its place among other sciences. The philosophical and psychological basics of pedagogical conceptions. Present methodological status of pedagogy and its transformations. Present transformations of educational practice. Development as a main aim of education in the light of major educational ideologies. Gaining personal identity in the process of lifelong education. Universal and lifelong education systems. Personal and professional structures of the teacher- form tutor towards the 20th century civilization. Components of educational process from the pedagogical perspective. Educational processes. Education as socially regulated form of culture transmission. Educational environment: family, school, class. Educational and teaching failures. Personal maturation as subject of education. Dangers facing children and youth.

Reading list:

11. Jaworska T., Leppert R. (red.): Wprowadzenie do pedagogiki. Wybór tekstów, Of. Wyd. „Impuls”, Kraków 1996
12. Kunowski S.: Podstawy współczesnej pedagogiki, Wyd. Salezjańskie, Warszawa 1993
13. Matyjas B., Ratajek Z., Trafiałek E.: Orientacje i kierunki w pedagogice współczesnej. Zarys problematyki, Wyd. Wszechnicy Świętokrzyskiej, Kielce 1997 (rozdz. 1-4)
14. Śliwerski B., Kwieciński Z. (red.): Pedagogika: podręcznik akademicki, WN PWN, Warszawa 2003 (t. 1)

15. Wołoszyn S.: Nauki o wychowaniu w Polsce w XX w., Dom Wyd. „Strzelec”,
Warszawa 1993 (lub Kielce 1998)

05.7–3POPS–B18–WKP3,4

Contemporary Pedagogical Research

Semester IV Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Henryk Cudak

ECTS points: 3

Assessment: grade

Educational targets:

- introducing students to scientific culture of pedagogy; diversity yet unity of contemporary pedagogical trends and orientations,
- preparing students for perceiving and unaided solving of theoretical and practical problems in pedagogical activity,
- the ability to conduct critical analysis; introduction into creative research of individual pedagogy, awareness of its consequences and rational guidelines,
- critical and reflective creation of individual students' pedagogical style.

Contents:

Main theoretical and methodological trends in educational sciences. Pedagogical identity in the process of creation. Chosen educational ideologies of the 20th century. Currents in educational theory and practice development. Basic pedagogical antinomies. Post-modernistic pedagogical perspectives. Alternative pedagogy in the 21st century. Paulo Freire's Pedagogy of the Oppressed. Main currents and ideas in emancipation pedagogy. Basic premises of radical pedagogy. I. Illich's deschooling ideology. Humanistic pedagogy. Antipedagogy.

Feminist pedagogy. Intercultural education. Traditional school versus virtual school and media education. New trends in pedagogy versus new schools.

Reading list:

15. Gnitecki J., Palka S. (red.): *Perspektywy i kierunki rozwoju pedagogiki*, Kraków-Poznań 1999
16. Kwieciński Z. (red.): *Alternatywy myślenia o/dla edukacji*, Warszawa 2000
17. Kwieciński Z., Śliwerski B.: *Pedagogika: podręcznik akademicki*, Warszawa 2003
18. Matyjas B., Ratajek Z., Trafiałek E.: *Orientacje i kierunki w pedagogice współczesnej (zarys problematyki)*, Kielce 1996 i wyd. nast.
19. Śliwerski B.: *Współczesne teorie i nurty wychowania*, Kraków 1998 i wyd. nast.
20. Witkowski L.: *Edukacja i humanistyka. Nowe konteksty humanistyczne dla nowoczesnych nauczycieli*, Warszawa 2000.
21. Wołoszyn S.: *Nauki o wychowaniu w Polsce w XX wieku*, Kielce 1996 i wyd. nast.

05.7–3POPS–B19–PPO3

Comparative Pedagogy

Semester III Lecture (L): 15 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Ewa Kula PhD

ECTS points: 4

Assessment: grade

Educational targets:

- gaining knowledge about the functioning of contemporary educational systems and transformations and reforms conducted mainly in the second half of 20th century,
- underlining the influence that education has on inculcating and development of modern societies' culture; comparing and evaluating,
- analysing educational systems; main trends of their development – enriching students' knowledge and criticism in the context of Polish educational politics.

Contents:

Conditions for functioning of educational systems all over the world, their development and standards; EU educational politics priorities, e.g. Socrates, Leonardo and Tempus programmes. Establishment of the European Higher Education Area (due to the meaning of Bologna Process). Teacher training system in chosen countries. Polish educational system problems on the comparative background.

Reading list:

14. Adamczyk M., Ładyżyński A.: Edukacja w krajach rozwiniętych, Stalowa Wola 1999
15. Pachociński R.: Pedagogika porównawcza. Podręcznik dla studentów, Białystok 1995
16. Pachociński R.: Oświata XXI wieku. Kierunki przeobrażeń, Warszawa 1999
17. Edukacja w świecie współczesnym, pod red. R. Lepperta, Kraków 2000.
18. Europejski Obszar Szkolnictwa Wyższego. Antologia dokumentów i materiałów,
19. wybór i oprac. E. Kula i M. Pękowska, wyd. II poszerzone i uzupełn., Kielce 2006.
20. Delors J.: Edukacja. Jest w niej ukryty skarb, Raport dla UNESCO Międzynarodowej Komisji do spraw Edukacji, Warszawa 1998

05.9–3POPS–B20–PSP3,4

Social Pedagogy

Semester IV Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Bożena Matyjas:

ECTS points: 2 (semester III), 4(semester IV)

Assessment: exam

Educational targets:

- familiarization with functioning of different types of educational environments,
- familiarization with social conditioning functionality of and dysfunctions of different areas of social activity,
- inculcating social thinking and understanding the importance of social dialogue.

Contents:

Origin and factors conditioning the rise of social pedagogy. Profiles of precursors to and representatives of social pedagogy . Rules of social pedagogy methodology, research procedures for diagnosing various educational environments. Introduction to environmental factors conditioning educational processes. Analysis of conditions enabling people to fulfil their needs at all development phases and in different life situations. Discussion over extensive, extra-institutional spheres inculcating personality and living conditions of individuals and social groups; far- reaching role of local environment.

Reading list:

11. Kamiński A.: Funkcje pedagogiki społecznej, Warszawa 1980
12. Wroczyński R.: Pedagogika społeczna, Warszawa 1985
13. Lepalczyk I., Pilch T. (red.): Pedagogika społeczna, Warszawa 1995
14. Trafiałek E.: Środowiska społeczne i praca socjalna, Katowice 2001
15. Przećławska A., Theiss W.: Pedagogika społeczna. Pytania o XXI wiek, Warszawa 1999

05.7–3POPS–B21–TW5

Theory of Education

Semester V Lecture (L): 30 h

 Practical Work (PW): 30 h

Supervisor responsible for educational contents: Małgorzata Kalisz PhD

ECTS points: 5,5

Assessment: exam

Educational targets:

- familiarization with subjects of Theory of Education, discourses and disputes; structure of Theory of Education , basic terms and areas of research,
- active study of the literature from the field of theory of education; different educational conceptions and theoretical depictions of educational processes, targets, forms, methods and means,

- introducing students to open- minded thinking about education; critical discussion about educational theory and activities, attempts at creative depiction of form tutor role and designing educational activities

Contents:

Cognitive and research areas of Theory of Education. Intentional educational process. Educational situations as educational process integral elements. Intentional education-theology of education. The basics of purposefulness of education versus educational targets' sources. Subjectivity of education. Efficacy of education. Basic branches of Theory of Education (moral, mental and aesthetic) and their integration .School educational system. Basic educational methods: rewarding, punishing, setting example and persuasion versus functional method. "Arousing" child through dialogue in educational conversation. Eristic and the art of negotiation. Methodology of trans-analysis. Children's school games. Form tutor's personality. Pedagogical competences of form tutor. New perspectives of training future form tutors: education "form dialogue to dialogue". Designing educational activities and making educational plans. Educational activity versus self- education.

Reading list:

13. Górniewicz J.: Teoria wychowania (wybrane problemy), Toruń-Olsztyn 1995
14. Konarzewski K.: Podstawy teorii oddziaływań wychowawczych, Warszawa 1982
15. Łobocki M.: ABC wychowania, Warszawa 1992
16. Łobocki M.: Teoria wychowania w zarysie, Kraków 2003
17. Radziejewicz J.: O planowaniu pracy wychowawczej, Warszawa 1989
18. Schulz R.: (oprac. i wybór.). Antropologiczne podstawy wychowania, Warszawa 1996

05.1–3POPS–B22–DO3,4

General Didactics

Semester IV Lecture (L): 30 h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Kazimiera Dutkiewicz PhD

ECTS points: 2 (semester III), 3 (semester IV)

Assessment: exam

Educational targets:

- introducing students to knowledge essential for practical activities,
- evoking critical reflection about decision making; planning and realization of didactic process.

Contents:

Didactics: targets and tasks. Didactics as a science, didactic research methods. Basic didactic terms: teaching, studying, educating, etc. didactic systems. Targets and educational contents. Process of education. Structural and programme reforms of education system in Poland. Teaching principles and methods. Didactic means. Organization of educational process. Programmed instruction. Multimedia educational programs. Control and assessment in educational process. School failures and successes conditioning.

Reading list:

11. Bereźnicki F.: Dydaktyka kształcenia ogólnego, Kraków 2001
12. Kruszewski K. (red.): Sztuka nauczania. Czynności nauczyciela. Podręcznik dla studentów kierunków nauczycielskich, Warszawa 1991
13. Kupisiewicz Cz.: Dydaktyka ogólna, Warszawa 2000
14. Okoń W.: Wprowadzenie do dydaktyki ogólnej, Warszawa 1996
15. Półturzycki J.: Dydaktyka dla nauczycieli, Toruń 1997

05.6–3POPS–B23–PSC3

Special Pedagogy

Semester III Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Mirosław Rutkowski PhD

ECTS points: 4,5

Assessment: exam

Educational targets:

- introducing students to theoretical issues of Special Pedagogy and practical aspects of teaching and educating people with special educational needs,
- familiarization with contemporary targets and tasks of special pedagogy; special pedagogy among other sciences,
- familiarization with comprehensive branches of special pedagogy, their scope and subject of interest- common problems of special education, care and social support against other countries' systems,
- developing the ability to use theoretical knowledge for identifying educational, didactic and revalidation needs of the disabled.

Contents:

Contemporary methodology of special pedagogy; systematics and teleology. Valorisation of the disabled lives: education, welfare and rehabilitation of the disabled - cultural and social conditioning; the evolution of social thinking about the role and place of the disabled in the society. Problems of the education and social integration of the disabled. Standard principles for equalizing chances of the disabled in United Nations and European Council's documents; educational and therapeutic interactions. Therapeutic and educational proceedings- currents and forms. The application of humanistic educational methods in special pedagogy. Functions, targets, scope and methods of special pedagogy in pre-school education (early intervention to corrects and compensate development deviations; special pedagogical help for disabled child's family; pedagogical diagnostics and therapy). Special education in compulsory education; preparation for having a job. Special pedagogy functions in common education: integrated education; premisses, levels and forms of school integration; factors conditioning successful integration; scope, targets and principles of orthodidactics. Special pedagogy towards reintegration and social and vocational revalorisation of disabled adults; eliminating subjective barriers to the process of readaptation. Social forms of welfare and educating the disabled: non-governmental organizations and the disabled foundations. The role of media in the special pedagogy targets realization. Detailed scope and specificity of the

revalidation of the mentally, sensorial, somatic, linkage, motor disabled and autistic people; the specificity of assisting extremely gifted children and ones with school difficulties.

Reading list:

11. Dykcik W. (red.): Pedagogika specjalna, Wyd. Naukowe UAM, Poznań 2001
12. Sowa J., Wojciechowski F.: Rehabilitacja w kontekście edukacyjnym, Wyd. Oświatowe "Fosze", Rzeszów 2001
13. Sowa J.: Pedagogika specjalna w zarysie, Wyd. Oświatowe "Fosze", Rzeszów 1997
14. Sękowska Z.: Wprowadzenie do pedagogiki specjalnej, Wyd. WSPS, Warszawa 1998
15. Dykcik W. (red.): Nowatorskie i alternatywne metody w praktyce pedagogiki specjalnej. Wyd. UAM, Poznań, 2001

05.6–3POPS–B24–PRS3

Pedagogy of Correction

Semester III Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Tadeusz Sakowicz PhD

ECTS points 4,5

Assessment: exam

Educational targets:

- introducing students to Pedagogy of Correction as special pedagogy's sub-discipline- basic terms, history,
- familiarization with different branches of pedagogy of correction,
- familiarization with social maladjustment phenomena, its aetiology and ways of counteracting,
- gaining knowledge on correction institutions and their functioning,
- discussing the basis of social rehabilitation,

- introducing students to principles of education in social rehabilitation, latest methods of influencing resocialization (in and outside the penitentiary institutions),
- preparing students for conducting social rehabilitation activities, using diverse methods of designing them.

Contents:

Scope, principles and methods of education in social rehabilitation. Development of social rehabilitation as science. Social maladjustment phenomena: aetiology, symptoms, conditioning, therapeutic methods. Psychopathy: conditioning, methods of psychopathic individuals social rehabilitation. Social rehabilitation and assisting institutions: legal foundations, organization of work in chosen institutions (Detention in custody pending inquiry, Remand Centres, temporary shelter for minors provided by the police (“Policyjna Izba Dziecka”), Emergency Shelter, Juvenile Court, Penal Institutions, Reformatory, Family Welfare Centres). Social rehabilitation and prophylaxis in open environment; foster family, court guardianship, community centres and youth clubs. Social rehabilitation and therapy of addicted people.

Reading list:

11. Pospiszyl K.: Psychopatia, Warszawa 2000
12. Pytka L.: Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne i metodyczne, Warszawa 2001
13. Lipkowski O.: Resocjalizacja, Warszawa 1976
14. Kalinowski M., Pełka J.: Zarys dziejów resocjalizacji nieletnich, Warszawa 2003
15. Ostrihanska Z., Greczuszkin A.: Praca z indywidualnym przypadkiem w nadzorze rodzinnego kuratora sądowego, Lublin 1999

05.5–3POPS–B25–AG4

Andragogics

Semester IV Lecture (L): 15h
 Practical Work (PW): 30 h

Supervisor responsible for educational contents: Sylwester Scisłowski PhD

ECTS points: 4

Assessment: grade

Educational targets:

- gaining historical and latest knowledge about diverse aspects of social functioning of the adults,
- encouraging students in their way to lifelong self-education and self- realization,
- developing in students the ability to solve and predict problems, not their own, but also those occurring between them and other people and social problems in general,
- inculcating students with prosocial and pro- subjective attitudes,
- introducing students to stimulating methods of teaching and training adults.

Contents:

Origin and evolution of andragogics: psychological aspects of adult and old people's functioning; rudiments and targets of andragogics (adult education) and gerontology; contemporary theories of adult education; methodological dilemmas in andragogics; problems of adults' lifelong education; satisfying cultural and educational needs of adult and old people; physiological and social aspects of adult education; alienation versus self-realization of adults; the importance of self-control, self-evaluation, self-correction and will, freedom and self-responsibility of adults in the process of self-creation, creating others and the world in general. Active, functional recognition, presentation and searching for methods of assisting adults with lifelong education.

Reading list:

15. Aleksander T.: Andragogika, Ostrowiec Św. 2002
16. Malewski M.: Andragogika w perspektywie metodologicznej, Wrocław 1991
17. Pachociński R.: Andragogika w wymiarze międzynarodowym, Warszawa 1998
18. Pietrasiński Z.: Rozwój człowieka dorosłego, Warszawa 1990
19. Półturzycki J.: Akademicka edukacja dorosłych, Warszawa 1994
20. Turowski L.: Andragogika ogólna, Warszawa 1999

21. Wujek T.(red): Wprowadzenie do andragogiki, Warszawa 1996

05.9–3POPS–B26–PPR4

Labour Pedagogy

Semester IV Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Prof. PhD Zdzisław Stoliński

ECTS points: 3

Assessment: grade

Educational targets:

- elucidation of the importance and place of work in people's lives ; ways of preparing children and youth for professional activity,
- developing interpersonal communication skills.

Contents:

The rudiments and targets of labour pedagogy; human-education-work as basic frames of reference in labour pedagogy. Theoretical and methodological rudiments of labour pedagogy. Labour pedagogy among natural sciences and labour sciences. Problem areas in labour pedagogy. Pre-vocational, vocational and pro-vocational education, lifelong education. Vocational education, in-service training and in-service education. Stages of professional development; promotion. Job versus choosing profession. Professional orientation. Diagnosing and maintaining professional usefulness of the employees. Active job search. Designing professional career; the art of presentation, negotiation and interpersonal communication. Education versus problem of unemployment: social and pedagogical counselling.

Reading list:

12. Kwiatkowski S. M., Symela K. (red): Standardy kwalifikacji zawodowych. Teoria metodologia projekty, Warszawa 2001
13. Kwiatkowski S. M.: Kształcenie zawodowe. Dylematy teorii i praktyki, Warszawa 2001
14. Bogaj A.: Relacje między kształceniem ogólnym a zawodowym. Kwiatkowski S.M. (red), Kształcenie zawodowe w warunkach gospodarki rynkowej. Warszawa 1994
15. Nowacki T.: Podstawy dydaktyki zawodowej, Wydanie 4, Warszawa 1983
16. Pietrański Z.: Podstawy psychologii pracy, Warszawa 1971
17. Wiatrowski Z.: Podstawy pedagogiki pracy, Bydgoszcz 2000

GROUP C, MAJOR SUBJECTS

GROUP C, MAJOR SUBJECTS

05.0–3POPS–C27–PED5

Pedeutology

Semester V Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Prof. PhD Wanda Drózka

ECTS points: 2,5

Assessment: grade

Educational targets:

- gaining knowledge about teacher profession and latest trends in pedeutological reflection;
- familiarization with situation of teachers, ways of their instruction and professional development in other countries,
- understanding the importance of teacher profession, their role and place in society and culture,
- inculcating professional consciousness and identity of future teachers,
- inspiring students to critical social and educational reflection,

- inspiring students to reflection on ethical basis of the teacher profession: difficulties of teacher job.

Contents:

Currents in pedeutology, the state of research on teacher profession, the portrayal of teacher in pedeutological thought. Professional identity and philosophy. Personal pedagogical conceptions and visions of school. Educational worth of teacher profession. Professional development of teachers, problems in training teachers, teachers' pedagogical competences. Motives for choosing profession. Promotion and complementary education. Teacher's social status. Economic location, realities of teacher profession. The ethos and ethics of teacher profession. Pedagogical style- definition, identification, characteristics; pedagogical style versus professional experience. The role of a teacher resulting from changing philosophy of education.

Reading list:

11. Dróżka W.: Młode pokolenie nauczycieli. Studium autobiografii młodych nauczycieli polskich lat dziewięćdziesiątych, Kielce 1997
12. Dróżka W.: Nauczyciel. Autobiografia. Pokolenie. Studia pedeutologiczne i pamiętnikoznawcze, Kielce 2002
13. Dróżka W., Gołębiowski B.: Współczesne zagadnienia zawodu nauczyciela, Kielce 1995
14. Katusiewicz H., Kwiatkowska, Zaczyński W.: Pedeutologia badania i koncepcje logiczne, Warszawa 1993
15. Legowicz J.: O nauczycielu - filozofia nauczyciela i wychowania, Warszawa 1975

10.9-3POPS-C28-PPOO5

Legal Foundations and Organization of Education

Semester V Lecture (L): 15h
 Practical Work (PW): 15 h

Supervisor responsible for educational contents: Stanisław Majewski PhD

ECTS points: 2,5

Assessment: grade

Educational targets:

- developing knowledge of historical ways of development and contemporary trends promising to change both theory and practice of management,
- developing the ability to run and manage educational institutions,
- developing the ability to organize workplace,
- introducing students to legal foundations of education, rights and duties of teachers and other educational workers, competences of people responsible for proper functioning of educational system on different levels.

Contents:

Basic terms from the field of management. Development of various theories of organization and management: theory of scientific work organization, classical theory of organization, behavioural school, contemporary approach to the theory of organization- systemic and situational view. General theories of management with reference to management in education. An historical outline of the activity of national educational institutions in Poland from the 17th to the 20th century: period of activity of Committee of National Education, partition Poland, Second Polish Republic, Second World War and the Polish People's Republic. Transformations that organisation of educational institutions have undergone during the period of political system's transformation: transformation from centralist system to decentralization, increase of the competences of the first management level, school and educational institutions' headmasters, school autonomy, socialization of the management process. School as an organization; school management. Specificity of running an educational institution; human and material resources management. Legal and professional status of a teacher. Organization, competences and targets of school supervision.

Reading list:

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

22. Bogaj A., Kwiatkowski S. M., Szymański M. J.: Edukacja w procesie przemian społecznych, Warszawa 1998
23. Elsner D.: 20 problemów pracy własnej dyrektora szkoły, Jelenia Góra 1992
24. Encyklopedia organizacji i zarządzania, Warszawa 1981
25. Homplewicz J.: Zarządzanie oświatowe. Zarys problematyki oświatowej teorii organizacji, Warszawa 1982
26. Kobyliński W. (red.): Organizacja i kierowanie szkołą. Prace zespołu badawczego, Warszawa 1990
27. Kobyliński W.: ABC organizacji pracy nauczyciela, Warszawa 1988
28. Kobyliński W.: Podstawy organizacji i kierowania w oświacie, Radom-Warszawa 1994
29. Pęcherski M., Świątek M.: Organizacja oświaty w Polsce w latach 1917-1977. Podstawowe akty prawne, wyd. 2 zmienione i rozszerzone, Warszawa 1978
30. Smołalski A.: Historyczne podstawy teorii organizacji szkolnictwa w Polsce, t. 1-3, Kraków 1999

15.0–3POPS–C29–ME1

Media in Education

Semester II Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Stefan Krawczyk MA

ECTS points: 4

Assessment: grade

Educational targets:

- introducing students to the basis for action and maintenance of the technical means used in didactics,
- familiarization with existing, but still not being used in Poland, new media,
- developing the ability to use computer in the didactic process,

- introducing students to various techniques of preparing didactic materials for visual and audio-visual presentations; digital technique.

Contents:

Presentation in the process of communication. Methods of sound recording: analogue (magnetic and mechanical) and digital (CD-R and Minidisk). Analogue TV-signal recording (VHS, SVHS, Hi-8). Digital TV-signal recording (mini DV, digital-8, DVD, DVD+RW). Digital static computer image (photo-CD) and digital camera (Memory Stick, SD, CF) recording. DVD- digital video disc; digital audio- video hi-resolution recording. Home Cinema System- Dolby Prologic, Dolby Digital, DTS. Data projectors- LCD, DLP, CRT. Multimedia PC (MPC) as didactical aid (non-linear video assembly, audiovisual presentations, slides- designing and printing).

Reading list:

11. Gajda J., Juszczak S., Siemieniecki B., Wenta K.: Edukacja medialna, Toruń 2002
12. Goban-Klas T.: Media i komunikowanie masowe. Teorie i analizy prasy, radia, telewizji i Internetu, Warszawa 1999
13. Łasiński G.: Sztuka prezentacji, Poznań 2000
14. Bogaj A., Kwiatkowski S.M.: Infrastruktura medialna szkół, Warszawa 2000
15. Kwartalnik „Edukacja medialna”

12.7–3POPS–C30–EZ5

Health Education

Semester V Lecture (L): 15h

Practical Work (PW): 15 h

Supervisor responsible for educational contents: Bożena Zawadzka PhD

ECTS points: 2,5

Assessment: grade

Educational targets:

- arousing students' interest in health issues and supporting their actions in the field of: identifying and solving their own health problems, social and personal development, other people's health protection and creating healthy physical and social environment,
- preparing future teachers and form tutors for realization of the educational path on 'Health Education' at all educational stages and working with other groups of people at health education issues.

Contents:

Health as key term in health education. Main health problems- ways of prevention. Health education- the theoretical and methodological basis. Health promotion. Personal hygiene, hygiene of environment. Safety- accidents, injuries and poisonings prevention. Health feeding. Physical activity. Mental health and sexuality–chosen aspects. Psychoactive substances.

Reading list:

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

13.9–3POPS–C31–EE5

Ecological Education

Semester V Lecture (L): 15h
 Practical Work (PW): 15 h

Supervisor responsible for educational contents: Mirosława Parlak PhD

ECTS points: 2,5

Assessment: grade

Educational targets:

- developing environmental consciousness and care,
- inculcating students with a sense of responsibility for their actions,
- gaining knowledge of ecology,
- developing skills and abilities necessary for environment protection,
- developing the ability to form rational opinions based on the analysis of evidence and future's evaluation,
- understanding the need of balanced development,
- elucidation of the connections between personal, social and environmental dimension of education,
- the ability to use the environment as a source of knowledge and inspiration for development of wide-ranging skills.

Contents:

International ecological recommendations. Ecology as philosophy and way of living. Rudiments of ecophilosophy. Deterioration of inanimate nature -local and global problems. Threats to natural resources. Development of ecological consciousness. The educational process' contribution towards the rise of ecological consciousness.

Reading list:

11. Aleksandrowicz J: Sumienie ekologiczne, Wiedza Powszechna, Warszawa 1988
12. Bonenberg K.: Etyka środowiskowa, założenia i kierunki, Ossolineum, 1992
13. Cichy D.: Przygotowanie młodzieży do ochrony i kształtowania środowiska, LOP, Warszawa, 1984
14. Domka L.: Kryzys środowiska a edukacja dla ekorozwoju, Wyd. UAM, Poznań 1996
15. Kalinowska A.: Ekologia – wybór przyszłości, Editions – Spotkania, Warszawa 1992

05.9–3POPS–C32–MPOW6,7,8

Methodology of Guardian and Educational Work

Semester VI Lecture (L): 15h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Jolanta Biała PhD

ECTS points: 4

Assessment: grade

Educational targets:

- the ability to identify needs in the field of the upbringing in families and local guardian and educational institutions,
- improving methods, contents and forms of guardian and educational work in schools and guardian and educational institutions,
- encouraging students in self-education and self-improvement,
- the ability to combine theory with practice in drawing conclusions connected with their educational work,
- evaluating effects of educational and guardian work; educational work in institutional and family childcare- forecast.

Contents:

Rudiments and targets of guardian and educational work methodology. Forms of childcare. Guardians and wards- organizational structure. Principles of forming groups in educational and guardian institutions. Characteristics and problems of running educational/ guardian institutions and leading pedagogic team. Material basis of educational/ guardian institution versus its targets in the field of material help for children and youth. Educational/ guardian institutions' targets in the field of children's mental development and school education. Educational/ guardian institution as a centre of children's cultural life. Causes of domestic violence against children. Forms of institutional help for domestic violence victims- social program of action. Causes of conflicts between parents and children. Methods of solving problems. School educational and guardian system. Development threats to child at school. Contemporary conditioning of childcare system in Poland; local childcare systems. Designing educational/ guardian work. Knowing children and youth better as a prerequisite for effective guardian and educational work. Chosen problems of guardian work with socially maladjusted

pupil/ student at school. Homelessness as social phenomena. Governmental and environmental institutions versus the problem of homelessness.

Reading list:

13. Dąbrowski Z.: Wprowadzenie do metodyki opieki i wychowania w domu dziecka, Warszawa 1995
14. Pomykała W. (red.): Encyklopedia Pedagogiczna, Warszawa 1993
15. Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, T. I i II, Kielce 2002
16. Kamińska U.: Zarys metodyki pracy opiekuńczo-wychowawczej w instytucjonalnych i rodzinnych formach opieki, Katowice 2002
17. Maksymowicz A.: Metodyka pracy opiekuńczo-wychowawczej, Olsztyn 1985
18. Kolankiewicz M. (red.): Zagrożone dzieciństwo. Rodzinne i instytucjonalne formy opieki nad dzieckiem, Warszawa 1998

05.9–3POPS–C33–DP5

Pedagogical Diagnostics

Semester V Lecture (L): 15h

 Practical Work (PW): 30 h

Supervisor responsible for educational contents: Elżbieta Lisowska PhD

ECTS points: 4,5

Assessment: exam

Educational targets:

- familiarization with diagnosing in social pedagogy,
- types of diagnosis: individual cases diagnosis, social groups diagnosis, local communities diagnosis, functioning of educational/ guardian institutions diagnosis, diagnosis of educational needs of individuals and groups;
- developing research ability, necessary for controlling teaching process (education, guidance, teaching),

- developing the ability to recognize and describe pedagogical phenomena by means of proper research methods and techniques; evaluate and interpret diagnosed phenomena; designing preventive and repair actions, verifying and evaluating their effects.

Contents:

Importance of diagnosis to pedagogical work. Diagnostic errors and their sources. Diagnosing educational and tutorial needs. Individual cases and environmental diagnosis. Identifying educational difficulties and failures (identifying difficult situations and school loads, school anxiety and phobia). Diagnosis of educational and guardian functions of school; cooperation between school educationalist, teachers and parents. Diagnosis of family environment, family functions, mistakes in education. Identifying child abuse and neglect (negligence, physical, mental and sexual abuse). Informal peer groups diagnosis.

Reading list:

10. Brągiel J.: Zrozumieć dziecko skrzywdzone, Opole 1996
11. Gurycka A.: Błąd w wychowaniu, Warszawa 1990
12. Lepalczyk I., Badura J. (red.): Elementy diagnostyki pedagogicznej, Warszawa 1994
13. Lisowska E.: Wprowadzenie do diagnostyki pedagogicznej, Kielce 2003
14. Meighan R. (red.): Socjologia edukacji, Toruń 1993

GROUP D, SPECIALIZED COURSES

05.7–3POPS–D34–PO5,6,7

Pedagogy of Care

Semester VII Lecture (L): 60h

Practical Work (PW): 90 h

Supervisor responsible for educational contents: Prof. PhD Bożena Matyjas,

Renata Stojecka-Zuber PhD

ECTS points: 4 (semester V); 4 (semester VI); 3,5 (semester VII)

Assessment: exam

Educational targets:

- familiarizing students with views on pedagogy of care, children, form tutors and created by themselves educational systems and their possible usage in contemporary world,
- presentation of various types of form tutors: activist, researcher and community worker as role models preventing from insensitivity and professional burnout and setting example of proper perception of children's needs,
- introducing students to contemporary child welfare targets, history and transformation throughout ages,
- understanding the importance of family to the process of upbringing; basic tasks of assisting families organizations,
- arousing interest in child care: increasing once gained knowledge and lifelong complementary education.

Contents:

History of pedagogy of care practice and thought. Introduction to pedagogy of care; forerunners. Child care system: structure and functions, transformations, contemporary view. Educational and tutorial functions of family. Preparing educationalists for educational, tutorial and social work in changing social reality. Supporting children and family in local environment.

Reading list:

13. Badora S., Marzec D.: Twórcy polskiej pedagogiki opiekuńczej, Częstochowa 1995
14. Brągiel J., Badora S. (red.): Formy pracy opiekuńczo-wychowawczej, Częstochowa 1997
15. Kelm A.: Węzłowe problemy pedagogiki opiekuńczej, Warszawa 2000
16. Lalak D., Pilch T.: Elementarne pojęcia pedagogiki społecznej i pracy socjalnej, Warszawa 1999
17. Maksymowicz A.: Pedagogika opiekuńcza, Olsztyn 1990

18. Matyjas B.: Aktywność kulturalna dzieci i młodzieży w teorii i praktyce pedagogicznej Janusza Korczaka, Kielce 1996

14.5–3POPS–D35–POSP6,7

Social care of Different Ward Categories

Semester VII Lecture (L): 30h

Practical Work (PW): 60h

Supervisor responsible for educational contents: mgr Halina Piątek

ECTS points: 4 (semester VI); 3,5 (semester VII)

Assessment: exam

Educational targets:

- familiarization with basic social work's terminology,
- inculcating students with the need for bringing help to people in need,
- preparing students for applying new statute relative to social care (complying with European Union's requirements).

Contents:

Social help and its place within the structures of national social policy. Familiarization with social policy structures. Helping other people- short genesis; history of social help in Poland and other countries, social policy today. Social institutions in Poland- overview. Influence of social processes on poverty and marginalization. Place and role of social help in mitigating the after-effects of marginalization. Categories of wards: poor, unable to manage a household, from families with many children, unemployed, homeless, victims of violence, old, disabled, addicted. Strategies of help, repair programmes for each of the categories.

Reading list:

1. Andrzejewski A.: Prawna ochrona rodziny, Warszawa 1999
2. Firlit-Fesnak G., Szatur-Jaworska B.: Leksykon pojęć socjalnych, Warszawa 1995
3. Krzepakowski J.: Elementy organizacji i zarządzania w pomocy społecznej, Łódź 1998

4. Sołtysiak T. (red.): Poczucie nieegalitarności – ubóstwo, bezdomność, zjawiska patologii społecznej w aktualnej rzeczy, Włocławek 1999
5. Susułowska M.: Psychologia starzenia się i starości, PWN, Warszawa 1989

14.9–3POPS–D36–DS7,8

Social Diagnostics

Semester VIII Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: dr Elżbieta Lisowska

ECTS points: 4 (semestr VII); 3,5 (semestr VIII)

Assessment: exam

Educational targets:

- familiarization with diagnosing in social pedagogy,
- types of diagnosis: individual cases diagnosis, social groups diagnosis, local communities diagnosis, functioning of educational/ guardian institutions diagnosis, diagnosis of educational needs of individuals and groups;
- developing research ability, necessary for controlling teaching process (education, guidance, teaching),
- developing the ability to recognize and describe pedagogical phenomena by means of proper research methods and techniques; evaluate and interpret diagnosed phenomena; designing preventive and repair actions, verifying and evaluating their effects.

Contents:

Importance of diagnosis to pedagogical work. Diagnostic errors and their sources. Diagnosing educational and tutorial needs. Individual cases and environmental diagnosis. Identifying educational difficulties and failures (identifying difficult situations and school loads, school anxiety and phobia). Diagnosis of educational and guardian functions of school; cooperation between school educationalist, teachers and parents. Diagnosis of family environment, family

functions, mistakes in education. Identifying child abuse and neglect (negligence, physical, mental and sexual abuse). Informal peer groups diagnosis.

Reading list:

15. Brągiel J.: Zrozumieć dziecko skrzywdzone, Opole 1996
16. Gurycka A.: Błąd w wychowaniu, Warszawa 1990
17. Lepalczyk I., Badura J. (red.): Elementy diagnostyki pedagogicznej, Warszawa 1994
18. Lisowska E.: Wprowadzenie do diagnostyki pedagogicznej, Kielce 2003
19. Meighan R. (red.): Socjologia edukacji, Toruń 1993

14.5–3POPS–D37–TPPS7

Theoretical Foundations of Social Work

Semester VII Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Prof. PhD Bożena Matyjas

ECTS points: 5

Assessment: grade

Educational targets:

- familiarization with theoretical- praxiological rudiments of social work: models of help, areas and forms of assistance, activation of local communities, educational role of social work, social-health role of social workers, their professionalism,
- familiarization with axiological and ethical dimension of social work.

Contents:

Social work and assistance issues; connections with social pedagogics. Theoretical-practical context of social work (genesis, essence, theoretical assumptions, values, models and principles). Interdisciplinary character of social work. Professionalism of social work (vocational training and in-service education of social workers, feeling of professional identity, ethics). Diagnosing and compensation for social inequalities (scarcities); using EU and USA's assistance models.

Reading list:

1. Brągiel J., Kurcz A. (red.): Pracownik socjalny. Wybrane problemy zawodu w okresie transformacji społecznej, Wyd. UO, Opole 2002
2. Kantowicz E.: Elementy teorii i praktyki pracy socjalnej, Wyd. UWM, Olsztyn 2001
3. Kawula S.: Pomocność i wsparcie, Wyd. Kastalia, Olsztyn 2002
4. Marzec-Holka K. (red.): Pomoc społeczna – praca socjalna. Teoria i praktyka, t. I i II, Wyd. AB, Bydgoszcz 2003
5. Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, Wyd. AŚ i WŚ, Kielce 2001, t. I
6. Trafiałek E.: Środowisko społeczne i praca socjalna, Wyd. Śląsk, Katowice 2001

05.9–3POPS–D40–PRP9,10

Pedagogic Counselling

Semester X Lecture (L): 30h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Maria Jolanta Stąpór PhD

ECTS points: 3 (semester IX); 5 (semester X)

Assessment: exam

Educational targets:

- inculcating students with a responsibility for people in need; disinterested help and support of individual and social development; support relations,
- inculcating students with the sensitiveness to helplessness,
- introduction to pedagogical counselling methods.

Contents:

Factual and methodological guidelines on counselling process- interactive model of support. Counselling: methods, techniques, forms, directives, measures, principles, functions, stages, practical measures. Conditioning of the range of counselling and strategies of pulling out of helplessness. Characteristic of counsellor and typology of patients. Conditionings of family and school counselling. Optimising start in school. Responsibilities of the social worker in the process of accelerating the school maturity. Supporting development of individual abilities.

Gifted children- characteristics. Family and institutional forms of upbringing and education of gifted child. Parents' pedagogic culture- index, scope, principles. Methodical and organizational guidelines on cooperating with parents. Analysis of family situations that need counselling. Family educational process' premises. Professional development- theories, phases. Characteristic of professional development factors; choosing a professional career (individual properties, family and social conditioning, vocational education and job market). Optimising professional development process and choosing a job; professional prospects; the role of family, school and social institutions. Vocational and educational pre- and reorientations. Characteristics of job, profession and sources of professional knowledge. Vocational counselling system. Vocational orientation and counselling and their place in childcare system.

Reading list:

9. Kukułowicz T.: Rodzina wychowuje, WFU, Stalowa Wola 1996
10. Krawczyk L., Kulpa A., Maicka M. : Orientacja zawodowa, WS PWN, Warszawa 1999
11. Parzęcki R., Symela K., Zawadzki B.: Orientacja i poradnictwo zawodowe, ITE, Radom 1993
12. Pawłowska R.: Poradnictwo pedagogiczne, WSiP, Warszawa 1986
13. Pospiszyl I.: Przemoc w rodzinie, WSiP, Warszawa 1994
14. Szajek S.: System orientacji i poradnictwa zawodowego, WSiP, Warszawa 1989
15. Wilgocka-Okoń B.: Dojrzałość szkolna – czy dojrzałość szkoły...dylematy „progu szkolnego”, „Edukacja” nr1, 1999
16. Wojtasik B.: Warsztat doradcy zawodu, WS PWN, Warszawa 1997

05.9–3POPS–D31–MPOW7,8

Methodology of Guardian and Educational Work

Semester VIII Lecture (L): 30h

Practical Work (PW): 60 h

Supervisor responsible for educational contents: Jolanta Biała PhD

ECTS points: 3 (semester VII), 4,5 (semester VIII)

Assessment: exam

Educational targets:

- the ability to identify needs in the field of the upbringing in families and local guardian and educational institutions,
- improving methods, contents and forms of guardian and educational work in schools and guardian and educational institutions,
- encouraging students in self-education and self- improvement,
- the ability to combine theory with practice in drawing conclusions connected with their educational work,
- evaluating effects of educational and guardian work; educational work in institutional and family childcare- forecast.

Contents:

Rudiments and targets of guardian and educational work methodology. Forms of childcare. Guardians and wards- organizational structure. Principles of forming groups in educational and guardian institutions. Characteristics and problems of running educational/ guardian institutions and leading pedagogic team. Material basis of educational/ guardian institution versus its targets in the field of material help for children and youth. Educational/ guardian institutions' targets in the field of children's mental development and school education. Educational/ guardian institution as a centre of children's cultural life. Causes of domestic violence against children. Forms of institutional help for domestic violence victims- social program of action. Causes of conflicts between parents and children. Methods of solving problems. School educational and guardian system. Development threats to child at school. Contemporary conditioning of childcare system in Poland; local childcare systems. Designing educational/ guardian work. Knowing children and youth better as a prerequisite for effective guardian and educational work. Chosen problems of guardian work with socially maladjusted pupil/ student at school. Homelessness as social phenomena. Governmental and environmental institutions versus the problem of homelessness.

Reading list:

19. Dąbrowski Z.: Wprowadzenie do metodyki opieki i wychowania w domu dziecka, Warszawa 1995
20. Pomykało W. (red.): Encyklopedia Pedagogiczna, Warszawa 1993
21. Matyjas B. (red.): Formy pomocy dziecku i rodzinie w środowisku lokalnym, T. I i II, Kielce 2002

22. Kamińska U.: Zarys metodyki pracy opiekuńczo-wychowawczej w instytucjonalnych i rodzinnych formach opieki, Katowice 2002
23. Maksymowicz A.: Metodyka pracy opiekuńczo-wychowawczej, Olsztyn 1985
24. Kolankiewicz M. (red.): Zagrożone dzieciństwo. Rodzinne i instytucjonalne formy opieki nad dzieckiem, Warszawa 1998

14.5–3POPS–D42–MPS8,9

Methodology of Social Work

Semester IX Lecture (L): 30h
 Practical Work (PW): 30h

Supervisor responsible for educational contents: prof. dr hab. Bożena Matyjas
 ECTS points: 4 (semester VIII); 4 (semester IX)

Assessment: exam

Educational targets:

- introduction to the development of theoretical thought and practical solutions to individual, group and community's problems and difficulties,
- familiarization with different epochs and phenomena and people characteristic of them; historical development of social work,
- familiarization with connection between historical development of social work and multilateral yet integrated and integral contemporary form of social work,
- gaining knowledge of terminology and basic terms from the field of social work,
- developing practical skills useful for designing social work and realization of various projects.

Contents:

Recognizing needs techniques. Case work. Group work. Environmental work. Street-work. Designing social work and individual workshop. Social welfare centre worker's activity-working in favour of local environment. Cooperation between institutions from three sectors (cooperation in favour of environment). Basic documentation of social worker. Education and

in-service training- stages of specialization. Professional burnout, “fatigued with compassion” syndrome; counteractions. Evaluation and supervision in social work. Models of help for families with many children and disabled people.

Reading list:

1. *Brenda Du Bois, Karla Krogsrud Miley: Praca socjalna, zawód który dodaje sił. Katowice 1999*
2. Kwaśniewski J.: Praca socjalna, pomoc społeczna. Warszawa 1995
3. Mikołajewicz W.: Praca socjalna jako działanie wychowawcze. Katowice 1998
4. Pedagogika społeczna i praca socjalna. Red. Marynowicz-Hetka E., Piekarski J., Urbaniak-Zajac D. Katowice 1999
5. Rybczyńska D., Oleszak-Krzyżanowska B.: Aksjologia pracy socjalnej. Warszawa 1995
6. Wódz K.: Praca socjalna w środowisku zamieszkania. Katowice 1999

05.6–3POPS–D43–MPKK8

Methodology of Corrective-Compensative Work

Semester VIII Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: dr Alicja Giermakowska

ECTS points: 5

Assessment: grade

Educational targets:

- gaining knowledge about specific learning difficulties,
- developing the ability to assist and support child with specific learning difficulties.

Contents:

Contents:

Specific learning difficulties (dyslexia, dysgraphia, dysortography, dyscalculia). Attitude towards etiology and pathomechanics of specific learning disorders. Reaching the maturity to read and write. Symptomatology of learning difficulties. Pedagogical diagnosis of the risk of dyslexia. Methods and techniques of supporting children with learning disorders. Exercises improving perception and motor functions- prophylaxis, stimulating development and cognitive and executive disorders correction. Institutional, psychological and pedagogical support for children with specific learning difficulties. Consequences of the lack of assistance for children with specific learning difficulties.

Reading list:

1. Bogdanowicz M.: O dysleksji czyli specyficznych trudnościach w czytaniu i pisaniu, Lublin 1994
2. Czajkowska I., Herda T.: Zajęcia korekcyjno-kompensacyjne w szkole, Warszawa 2001
3. Górniewicz E.: Pedagogiczna diagnoza specyficznych trudności w czytaniu i pisaniu, Toruń 1998
4. Kaja B. (red.): Diagnoza dysleksji, Bydgoszcz 2003
5. Krasowicz G.: Język, czytanie i dysleksja, Lublin 1997
6. Tomaszewska A.: Prawo do nauki dziecka z dysleksją rozwojową w świadomości nauczycieli, Kraków 2001
7. Zakrzewska B.: Trudności w czytaniu i pisaniu, Warszawa 1996

05.9–3POPS–D44–MASK9

Methodology of Social-Cultural Animation

Semester IX Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: dr Alina Bielawska

ECTS points: 5

Assessment: grade

Educational targets:

- making students aware of the significance and need for lifelong education, self-improvement, self-development and stimulating activity (activity of those who create, disseminate, experience and evaluate art),
- developing the ability to stimulate creativity and arouse interest in fine arts,
- developing creative and inspiring attitude in students,
- gaining knowledge and developing abilities indispensable for becoming a successful form tutor, expert and person capable of stimulating imagination, intelligence and invention of their students,
- developing the need for active participation in culture and co-creating it,
- developing the ability to choose worthwhile cultural events to participate in,
- developing the ability of critical evaluation of cultural events.

Contents:

The significance of art (its specificity and essence) for the process of education and stimulation. Understanding the specificity of individual branches of art: literature, movie, fine arts and theatre, by means of which students are capable of stimulating their own students and themselves. Sources of stimulation and culture by Johan Huizinga. Social and cultural stimulation. Animation theatre, animation movies. Director as actors' animator. Actors as audience's animator. Audience as actors' animator. Literature, movies, music, fine arts and theatre in society. Methods and models of conducting amateur artistic groups. Amateur theatre in the process of social animation. Experiencing culture in society. Main problems with repertoire. Mass media in the process of social and cultural animation. Chosen problems connected with radio and TV programs; problems with new press and publishing titles.

Reading list:

1. Banach A.: Wybór maski. 11 teatrów klasycznych, WL, Kraków 1984
2. Bogatyriew P.: Semiotyka kultury ludowej, PIW, Warszawa 1979
3. Huizinga J.: Homo ludens. Zabawa jako źródło kultury, Wyd. Czytelnik, Warszawa 1985
4. Suchodolski B.: Dzieje kultury polskiej, „Interpress”, Warszawa 1980
5. Wierzbicka U.: Szkolny teatr małych form w moim doświadczeniu pedagogicznym, PZWS, Warszawa 1979

6. Gierak Cz. (red.): W kręgu wychowania przez sztukę, „Kieleckie Studia Edukacji Wczesnoszkolnej”, Kielce 2000

09.2–3POPS–D45–LIT6

Literature for Children and Youth

Semester VI LECTURE (L): 15h

Practical Work (PW): 30h

Supervisor responsible for educational contents: Prof. PhD. Marek Kątny

ECTS points: 4,5

Assessment: exam

Educational targets:

- preparing students for didactic and educational work with literature for children and youth,
- familiarization with readers' needs, possibilities of reception and main development tendencies,
- increasing the ability to aesthetic evaluation of books and proper usage of literary analysis tools,
- arousing interest in belles-lettres and underlining the necessity to commune with literature,

Contents:

Poetry, its features and functions. Prose for children and youth; features and transformations, disabled children and drug addiction issues. Familiarization with some of the best writers of the Interwar period and contemporary prose, syncretism of prose, the importance of the protagonist, layout, thematic and formal structures, fables and fairy-tales- multidimensional character of fairy- tales, hidden meaning of contemporary fairy tales and their local varieties, therapeutic meaning of the contemporary fairy tales. Educational aspects of belles- letters.

Reading list:

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

14.5–3POPS–D46–WPOS6,7,8

Workshop of Guardian & Social Work

Semester VIII Practical Work (PW): 90h

Supervisor responsible for educational contents:

ECTS points: 3 (semester VI); 3 (semester VII); 3 (semester VIII)

Assessment: grade

Educational targets:

- preparation for educational and social work with wards,
- the ability to use in practice educational-tutulary methods and techniques,
- developing the ability to use theoretical knowledge in practice,
- developing the ability to cooperate and successfully communicate with wards,
- developing the ability to diagnose wards' needs and use appropriate educational, tutelary and social methods and techniques.

Contents:

The UN Convention on the Rights of the Child; analysis, discussion over “the good of the child”, the Human Rights Convention. Family’s responsibility for upbringing, education and development of the child. Situation of children from pathological families (especially alcoholic ones). Connected with family situation causes of child’s school failures. Paragraph 19 of the UN Convention on the Rights of the Child; Protecting child against physical and psychical violence. Violence as tutelary and social relationship’s measure. Domestic violence against children. Sexual abuse. Violence versus aggression. School educationalist and their role in preventing children’s school failures. Children with and dyslexia and/or psychomotor

hyperexcitability. Educational difficulties prevention. School educationalist's workshop. Substitute care for children temporarily or permanently deprived of family environment. Functioning of institutions: assisting family, providing substitute care, adoption. Getting to know wards as a precondition for conducting successful educational and tutelary process. Children and youth's social maladjustment. Demoralization of the underage wards. Connected with family and school environment causes of maladjustment and demoralization. Working with the underage wards in their family environment. The role of court-appointed curator for the work with the underage wards. Subcultures and sects versus youth's education. Addictions among youth- drug addiction and alcoholism. Social activities and their scope in social environment.

Reading list:

1. Brzozowska A., Kurpiowska R.: Dziecko wykorzystywane seksualnie, „Przegląd Pediatryczny”, Nr 4, 1994
2. Cekiera Cz.: Zagrożenia dzieci i młodzieży w środowisku wychowawczym, W: Podkultury młodzieżowe w środowisku szkolnym i pozaszkolnym, Gdańsk-Toruń 1995
3. Jundził I.: Dziecko ofiara przemocy, Warszawa 1993
4. Kelm A.: Węzłowe problemy pedagogiki opiekuńczo-wychowawczej, Warszawa 2000
5. Kolankiewicz M. (red.): Zagrożone dzieciństwo: rodzinne i instytucjonalne formy opieki, Warszawa 1998

14.9–3POPS–D47–GS8,9

Social Gerontology

Semester IX Lecture (L): 30h

Practical Work (PW): 60h

Supervisor responsible for educational contents: Agata Chabior PhD

ECTS points: 5 (semester VIII); 3 (semester IX)

Assessment: grade

Educational targets:

- introduction to the process of demographic aging; repercussions of greying society,
- familiarization with the specificity of individual aging in biological and psychosocial perspective; changeability of the roles performed throughout life.

Contents:

Gerontology as an interdisciplinary science. Social gerontology, geriatrics, gerontopedagogics, geragogics, gerontology. Demographic problems- aging and old age; gerontology among other sciences, cooperation trends. Old age as a subject of scientific interest throughout ages: from gerontology to gerontophobia. Biological and psychosocial aging- chosen theories of individual aging. Greying and aging societies- role and social status of an old person throughout ages and in different cultures. Diagnosis and measurement methods. Financial standing, health situation and social status of old people. Old people's place in the family, the local environment and the society. Old people's activities- needs, possibilities, stimulants, the role of "Uniwersytetów Trzeciego Wieku"- Universities for Seniors. Psychological condition- regularities and stimulants. Provision for old age, standard of living of the old people in Europe. Social politics towards old people's problems- historic backwardness and challenges for future. The rights and needs of old people. Gerontologic education. Stereotypes and social attitude towards old age. Old age in consumer society. Institutions and homes for the aged – the contemporary state versus the needs. Demographic old age and old people's problems as a challenge for social service; world and European standards

Reading list:

6. Trafiałek E.: Polska starość w dobie przemian, Katowice 2003
7. Synak B. (red.): Polska starość, Gdańsk 2002
8. Halik J. (red.): Starzy ludzie w Polsce. Społeczne i zdrowotne skutki starzenia się społeczeństwa, Warszawa 2002
9. Kowaleski J., Szukalski P. (red.): Proces starzenia się ludności – potrzeby i wyzwania, Łódź 2002
10. Błądowski P.: Lokalna polityka społeczna wobec ludzi starych, Warszawa 2002

05.9–3POPS–D48–WAR9,10

Workshop to select: Art, Drama, Physical Education

Semester X Practical Work (PW): 90h
ECTS points: 3 (semestr IX); 4 (semestr X)

Assessment: grade

Drama

Supervisor responsible for educational contents: *dr Marek Świeca*

Educational targets:

- gaining knowledge of theory and structure of drama,
- introduction to possible practical usage of drama techniques,
- preparing the draft of educational classes,
- gaining knowledge about techniques and strategies used in drama,
- inculcating students with tolerance and developing creative attitude,
- developing the ability to build positive relationships,
- journey to self understanding.

Contents:

History of drama in Poland and all over the world. Drama in reformist movements of 20th century. Drama- theory. Drama versus theatre. Dramatization of contemporary life. Structure of drama workshops. The role and symbolization. Conflict and tension. Social role versus role during drama workshops. Sensory concentration exercises. Drama games versus actual drama. Designing drama workshops. Competences and functions of the person conducting workshops.

Reading list:

1. Machulska H., Pruszkowska A., Tatarowicz J.: *Drama w szkole podstawowej*. WSiP, Warszawa 1997
2. Pankowska K.: *Drama - zabawa i myślenie*, Warszawa 1990
3. Pankowska K.: *Pedagogika dramy*, ZAK, Warszawa 2000
4. Świeca M.: *Drama w edukacji*, Wszechnica Świętokrzyska, Kielce 1995
5. Way B.: *Drama w wychowaniu dzieci i młodzieży*, Warszawa 1990

Art

Supervisor responsible for educational contents:

Educational targets:

- appealing to students' imagination and artistic sense; students as a audience and animators of fine arts in their future jobs,
- developing the ability to analyse creation process and its final effect- work of art,
- gaining knowledge of basic means of artistic expression, their specificity, character, creation techniques, tools and materials,
- developing the ability to perceive and distinguish artistic values and methods of creative work,
- giving students opportunity to express themselves through art and realize its therapeutic properties.

Contents:

Rudiments of fine arts. Basic issues and problems connected with main branches of art: graphic arts, drawing, painting, sculpture and artistic fabrics. Basic information on colour, composition, perspective and other artistic techniques that may be useful for students' future work. Artistic activities and their application in professional work.

Reading list:

1. Bagnall B.: Jak rysować i malować
2. Szuman S.: O sztuce i wychowaniu estetycznym
3. Parramon J.M.: seria książek: „Jak rysować”, „Jak Malować”, „Jak powstaje kolor”
4. Bogdanowicz P.: Człowiek i sztuka
5. Trojanowska A.: Dziecko i plastyka

05.9-3POW-D58-KJP2

Proper Language Standards

Semester II Practical Work (PW): 30h

Supervisor responsible for educational contents: Prof. PhD Marek Kątny

ECTS points: 4

Assessment: grade

Educational targets:

- arousing respect for national language,
- increasing the knowledge of language and its development,
- increasing the ability to properly, fluently and effectively use spoken and written word,
- fostering aesthetic appreciation of language,
- developing the ability to take advantage of language guidance,
- disseminating growth norms in linguistic communication.

Contents:

Language and its functions. Language as a code, the act of speaking, text. Vocabulary and rules of linking words together and words' transformation- components of language system. Formal and informal varieties of language. Proper language standards- definition. Attitude towards linguistic tradition. Proper language standards in pre-war Poland. Linguistic purism and its varieties. Model and functional norms. Language standards, linguistic error. Linguistic correction criteria. Contemporary language problems, Polish Language Act. The role of mass media in disseminating and enriching knowledge of language and its proper usage. Correct pronunciation. Relics of dialects in the language of the intellectuals. Contemporary trends in nasals' pronunciation and consonant groups. Proper stressing in the words and their collocations. The role of intonation, modulation, punctuation marks and nonverbal means of expression in the process of linguistic communication. Chosen aspects of grammatical correctness. Declension- endings that have variants, having two genders, grammatical gender of borrowings, process of their polonization. Difficulties connected with constituting category of numbers. Declension of Polish and foreign surnames and geographical names. Correct and wrong forms in inflection and gradation of adjectives. Difficulties with inflection of numerals, contemporary trends- inflection limitations. Range of use and stylistic diversity of variances of pronouns. Conjugations- fluctuations and errors in past tenses forms, moving endings in the past conditional. Wrong forms of the infinitive and the imperative. Word formation and lexical correctness. Neologisms and their types, criteria of evaluation and correctness. Tendencies to abbreviation. Abuse of formations with adjective clause and fashionable words. Foreign words in Polish language, types of borrowings. Context versus words' ambiguity.

Reading list:

13. Kurkowska H., Skorupka S., Zarys stylistyki polskiej, Warszawa 1989
14. Szober S., Gramatyka języka polskiego, Warszawa 1968 i wyd. następne
15. Miodek J., Współczesna polszczyzna, Wrocław 1999
16. Kochański W., Klebanowska B., Markowski A., O dobrej i złej polszczyźnie, Warszawa 1989
17. Garczyński S., Sztuka myśli i słowa, Warszawa 1976
18. Doroszewski W., O kulturę słowa. Poradnik językowy, t. 1-3, Warszawa 1968

15.9–3POPS–D50–KI9***Interpersonal Communication***

Semester IX lecture (L): 15h

Practical Work (PW): 15h

Supervisor responsible for educational contents: Adrian Kurcbart MA

ECTS points: 3

Assessment: grade

Educational targets:

- conducting activities that enable students to familiarize with the way in which they are being perceived by other people; comparing the findings with their self-images,
- supporting the development of realistic self-esteem,
- appraising the interpersonal value of different types of behaviour i.e. how our behaviour influence other people,
- giving the opportunity to observe ones own reactions to other people's behaviour,
- interpersonal training as a laboratory; self-exploration and analysing phenomena from the field of interpersonal relations in specific environment, in which rules and laws from the everyday-world are not necessary in force,
- supporting self-development; providing students with helpful information and advice,

- inculcating respect for personal distinctness and different sets of moral values; discovering affinity with other people- common desire for happiness, universal character of many a concern, community of fate.

Contents:

Training group should consist of 8-12 students. Optimal training should last 10 hours and last three days (there's no point in conducting training divided into fifteen meetings lasting two hours each). It is highly advised that meetings are conducted by two people: coach and co-coach. The room in which personal training is to be conducted should be cosy, with sound insulation, preferably stocked with comfortable mattresses instead of chairs. Students should be allowed to choose groups and a date of meetings by themselves (it is not advised to assign students to groups arbitrarily). It is recommended to notify students of the fact that comfortable and casual outfit is required.

PART ONE (introductory); Familiarization with what the personal training is and what is not (differences between personal training and psychotherapy). Introducing students and coaches to each other. Establishing norms that will be in force during the training: discretion, physical and verbal non-aggression, turning to each other directly, the right to say "no", conscious involvement principle. Activities and plays building up the feeling of safety within the group. (due to the obligatory character of personal training and the fact that after its conclusion students will still constitute a group, the level of safety-feeling may be lowered and within the group there be a resistance against changes that could violate informal group's structure; hence it is advised that integrating games and activities are the main element of the whole interpersonal training).

PART TWO; Plays and activities typical for interpersonal trainings, adjusted to what is going on within the group; taking into consideration student's individual psychical resistance; each activity should be discussed after its conclusion. (due to the reasons mentioned above, it is recommended that activities typical for this part of interpersonal training are not fully included; assertivity training activities are advised instead)

PART THREE; summation of student's experiences and conclusions. Conducting anonymous poll that would evaluate the need for conducting interpersonal trainings and coaches' competences.

Reading list:

1. Corey M.S., Corey G.: Grupy. Zasady i techniki grupowej pomocy psychologicznej
2. Jak żyć z ludźmi? - materiały MEN
3. Giacomo E., Schiavetta M.: Zabawa na każdy dzień
4. James M., Jongeward S.: Narodzić się, aby wygrać
5. Johnson D.: Podaj dłoń
6. Król-Fijewska M.: Trening asertywności
7. Pacewicz A. (red.): Psychologiczne gry i ćwiczenia grupowe
8. Santorski J. (red.): ABC psychologicznej pomocy
9. Tokarczuk O. (red.): Grupa bawi się i pracuje
10. Zaborowski Z.: Trening interpersonalny

14.4-3POPS-D51-PST6

Psychology of Creativity

Semester VI Lecture (L): 30h

Practical Work (PW): 30h

Supervisor responsible for educational contents: prof. dr hab. Irena Pufal-Struzik

ECTS points: 5

Assessment: grade

Educational targets:

- Cognitive target:
 - gaining knowledge of theory of creative activity and its psychological and social conditioning ,
- Practical target:
 - developing the ability to create artistic atmosphere at school, social-educational institutions and in family, which may disclose child's artistic predispositions,
- Educational target:
 - developing creative attitude towards surrounding environment (creation) and oneself (auto-creation).

Contents:

Creative activity –definition, most significant theories, essence. Specificity of human’s creative attitude. Individual and social conditioning of creative development. Personal qualities characteristic for creative person. Creative society. Sex and age versus creative abilities. Gender stereotypes and their influence on individuals’ creative development. Artistic atmosphere at school, home and workplace. Developing creative atmosphere- principles. Basic creativity stimulants and inhibitors. Education and upbringing “towards creativity”. The role of teacher’s interpersonal skills in the process of education and creative stimulation. Creative teacher and creative student- dialogue.

Reading list:

1. Koziński J.: Psychotransgresjonizm, Wydawnictwo Akademickie „Żak”, Warszawa 2001
2. Nęcka E.: Proces twórczy i jego ograniczenia, Oficyna Wydawnicza „Impuls”, Kraków 1995
3. Nęcka E.: Psychologia twórczości, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2001
4. Popek S.: Człowiek jako jednostka twórcza, Wydawnictwo UMCS, Lublin 2001
5. Sołowiej J.: Psychologia twórczości, Wydawnictwo Uniwersytetu Gdańskiego, Gdańsk 1997

12.2–3–POPS–D52–PSKL3

Clinical Psychology

Semester III Lecture (L): 30h

Practical Work (PW): 30 h

Supervisor responsible for educational contents: Prof. PhD Irena Pufal-Struzik

ECTS points: 5

Assessment: grade

Educational targets:

- **Cognitive targets:**

- introducing students to the causes and types of mental health pathologies,
- **Practical targets:**
 - understanding the importance of educationalist to disorders prophylaxis and prompt briefing parents (institutions) on child's developmental irregularities,
 - developing the ability to work with aggressive, extremely gifted, neurotic and sick child and children with anxiety disorders,
- **Educational targets:**
 - inculcating students with proper attitude towards people with disorders,
 - preparing students for self-education in the field of problems of psychological nature in human functioning.

Contents:

Health and illness- definitions. Chosen conceptions of mental health. Biopsychical and environmental causes of developmental, behavioral, personality, psychotic and neuridynamical disorders. Symptomatology of individual disorders. Effects of disorders on children and adults' didactic and social functioning. Basic principles of environmentally conditioned disorders prophylaxis; psychotherapy and treatment. Chosen legal problems in dealing with mentally ill people.

Reading list:

11. Bishop G.D.: Psychologia zdrowia, Astrum, Wrocław 2000
12. Carson R.C., Butcher J.N., Mineka S.: Psychologia zaburzeń, t.1 i 2, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2003
13. Meyer R.G., Psychopatologia, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2002
14. Popielarska A., Popielarska M.: Psychiatria wieku rozwojowego, PZWL, Warszawa 2000
15. Rosenhan D.L., Seligman M.E.P.: Psychopatologia, Polskie Towarzystwo Psychologiczne, Warszawa 1994

14.4-3POPS-D53-PPEP10

Psychological Support and Psychotherapy

Semester X Practical Work (PW): 45h

Supervisor responsible for educational contents: Bogumiła Witkowska PhD

ECTS points: 5

Assessment: grade

Educational targets:

- introducing students to theoretical rudiments of psychotherapy and other forms of psychological support,
- gaining general knowledge of psychological support,
- developing practical ability to establish contact with people with psychological problems.

Contents:

Psychological support: essence, forms and conditioning. Principles of psychological intervention, supporting people in psychological crisis. Psychological rehabilitation, supporting people after unanticipated loss of physical fitness. Psychoprophylaxis, psychological counselling. Basic currents in psychotherapy. Therapeutic factors in psychotherapy. Basic methods and techniques used in psychotherapy.

Reading list:

6. Aleksandrowicz J.: Psychoterapia medyczna, PZWL, Warszawa 1996
7. Badura-Madej W.: Wybrane zagadnienia interwencji kryzysowej, 1996
8. Czabała, J.: Czynniki leczące w psychoterapii, PWN, Warszawa 1997
9. Grzesiuk, L. (red.) Psychoterapia. Szkoły, zjawiska, techniki i specyficzne problemy , PWN, Warszawa 1994
10. Stojnowski, J.: Psychoterapia. Poradnik dla osób, które chcą się odnaleźć oraz dla ich terapeutów

05.9–3POPS–D54–PROS6

Proseminar

Semester VI Practical Work (PW): 30h

Supervisor responsible for educational contents:

ECTS points: 2,5

Assessment: pass

Educational targets:

- theoretical and practical preparation for individual, indispensable to write Master's thesis, research.

Contents:

Reading materials. Studies. Notes. Analysis and interpretation of source materials. Cognition versus scientific research; aim and essence. Range of research. Pedagogy as theoretical and practical science. Rudiments of pedagogy; basic terms and definitions. Context: discoveries, explanations and expectations. Contents stem from individual research of educational workers and readers, which is strictly connected with the range of research carried out in the Institute.

Reading list:

9. Pilch T.: *Zasady badań pedagogicznych*, Warszawa 1998
10. Łobocki M.: *Metody i techniki badań*, Kraków 2000
11. Nowak S.: *Metodologia badań socjologicznych*, Kraków 1990
12. Zaczyński W.: *Praca badawcza nauczyciela*, Warszawa 1997

05.9–3POPS–D55–SEM7,8,9,10

Seminar

Practical Work (PW): 120h

Supervisor responsible for educational contents: Prof. PhD Andrzej Bogaj

ECTS points: 2 (semester VII), 2 (semester VIII), 9 (semester IX), 12 (semester X),

Assessment: pass

Educational targets:

- preparing students for empirical writing Master's thesis,
- increasing knowledge of research methodology and usage of educational practice for individual research,
- inculcating critical and creative attitude towards educational and scientific problems.

Contents:

Stages of research proceedings. Model of examined phenomena in the light of critical analysis of reading materials. Problems and hypothesis in pedagogical research. Acquisition of data and data ordering, charts construction and graphical presentation of findings, quantitative and qualitative analysis and interpretation of findings. Scientific language and style, Master's thesis structure; scientific standards.

Reading list:

11. Brzeziński J.: Metodologia badań psychologicznych, Warszawa 1996
12. Dutkiewicz W.: Praca magisterska z pedagogiki, Kielce 2000
13. Łobocki M.: Metody i techniki badań pedagogicznych, Kraków 2000
14. Łobocki M.: Wprowadzenie do metodologii badań pedagogicznych, Kraków 1999
15. Pilch T.: Zasady badań pedagogicznych, Warszawa 1995

11.2–3POPS–D56–SS7

Statistics

Semester VIII Lecture (L): 30h

Supervisor responsible for educational contents: Barbara Walasek PhD

ECTS points: 3

Assessment: grade

Educational targets:

- familiarization with basic statistic techniques and developing the ability to use them for research purposes,

- introduction to operating limitations and conditions of applicability of statistic techniques in empirical pedagogy,
- understanding and critical reception of presented by mass media statistics,
- increasing the ability to develop statistical estimations; statistical analysis,
- understanding the probabilistic character of range of generalizations that can be made with the use of the language of statistic,
- developing the ability to choose statistics depending on the problem considered and type of variables under analysis.

Contents:

Definition of term (three meanings: popular, branch of knowledge, sample meter). The essence of statistics- language of statistics in relation to different ways of statistical inference. Population, sample, statistical unit- definitions. Types of statistical research: full and partial. The how and why of statistical sampling. Parameter and estimator. Variables and their classification. Sources of statistical errors. Series and statistic tables; structure, conventional signs, data items. Variable's distribution. Class intervals- usage principles. Limits of accuracy of class intervals. Accumulated series. Statistic charts: types, plotting principles. Depicting variable in the form of symbols. Variables' value- summation. Arithmetic operations on summation symbols. Central measure. Arithmetic mean (simple and weighted): properties. Median and its properties. Modal value- applicability constraints. Measure of dispersion. Average deviation, fluctuation and standard deviation. Coefficient of variation- applicability constraints. Skewness coefficient. Complex analysis of population-under-research structure: simple statistic description, types of distribution of variables. Simple methods of establishing correlations (series, charts and statistic tables examination). Pearson correlation coefficient. Spearman rank correlation. Quality factors correlation (point-biserial coefficient of features convergence). Estimating significance of correlation coefficient. Introduction to regression analysis. Essence of probability. Possible results. Types of statistic errors. Significance level. Curve. Estimating sample size. Sample scheme. Student's t-test; dependent and independent trials. Analysis of variance (ANOVA), F. Snedecor test. Power of statistic test, sample size, test resistance- generalizing inferences. Chi-square test. Chosen possibilities of chi-square test usage: goodness of fit, interrelation of features, measure of C. Pearson and T. Czuprow's connection strength. Conditions of applicability of chi-square test: huge samples, corrections for low frequency, reduction of contingency charts' dimensions.

Reading list:

17. Blalock H.M.: Statystyka dla socjologów, Warszawa 1975
18. Clauss G., Ebner H.: Podstawy statystyki dla pedagogów, psychologów, socjologów, Warszawa 1972
19. Clegg F.: Po prostu statystyka, Warszawa 1994
20. Ferguson G.A., Takane Y.: Analiza statystyczna w psychologii i pedagogice, Warszawa 1999
21. Góralski A.: Metody opisu i wnioskowania statystycznego w psychologii i pedagogice, Warszawa 1980
22. Guilford J.P.: Podstawowe metody statystyczne w psychologii i pedagogice, Warszawa 1960
23. Łaniec J.D.: Elementy statystyki dla pedagogów, Olsztyn 1990
24. Nowaczyk Cz.: Podstawy metod statystycznych dla pedagogów, Warszawa-Poznań, 1985

14.1.–3POPS–D58–PSRP6

Social Policy in Poland

Semester VI Lecture (L): 30h

Supervisor responsible for educational contents: *prof. dr hab. Elżbieta Trafiałek*
ECTS points: 2

Assessment: pass

Educational targets:

- familiarization with political means of establishing and maintaining social order,
- social policy- subjects, instruments and scope; understanding the essence of democratic, citizen society,
- familiarization with shaping community life mechanics in contemporary society; three sectors' s (governmental, non-governmental and self- governmental) tasks.

Contents:

Social policy; genesis, aims, targets and evolution; conditioning of science development-models; social policy as science and plane of actions of country (aims, targets, subjects: international, European, national, self-governmental and extra-national); social policy

instruments; main subjects of interest- detailed policies. Social policy versus system transformation; social needs – diagnosis, social policy versus free market economy: social effects of system transformation; different dimensions of social issues; the role of non-governmental organizations and social dialogue; economic and legal aspects of social policy, connections with economic policy. Family and population policy; sources of information on population- structure, arrangement, demographic forecasts; basic terms; functions, phases of family life, dysfunctions and contemporary family crisis; family policy versus public assistance; local governments’ tasks in the field of housing policy. Housing policy; rudiments, sources of information on housing resources, housing needs, detecting and solving problems, “healthy-city” concept, housing situation in Poland- diversity of problems depending on territory. Job market and employment policy; unemployment problem; aims and scope of employment policy; review of professional activity; employment spheres; types, scope, consequences and sources of unemployment; job market- equality of opportunities; stimulating development of job market- institutional service. Educating and creating human resources; changes in societies’ demographic structure versus education targets; modification of Polish educational system- consequences of reform; subjects of educational policy- “White Book of Education” (“Biała Księga Edukacji”); education as social status determinant; role of adults’ education and lifelong education; self-education as contemporary world’s requirement; education versus demographic old age problems. Health protection; review of average state of health in Poland; health system reform- consequences and threats; organization and founding of health care according to counter-reform: National Health Protection Agency (Narodowy Fundusz Ochrony Zdrowia); health protection infrastructure- present state versus needs in the field of health insurance and health protection organization. Social insurance; social insurance versus social security system; insurance benefit system in Poland- problems of transitional period; aims and functions of social insurance in market economy; social insurance system reform- possibilities and threats; social insurance for farmers. Social welfare; genesis, terms, aims and targets- place in social security system; organization and scope of social welfare tasks; granting social benefits- statutory forms of assistance; social work as an instrument of social policy; the role of non-governmental institutions and local communities in compensating shortages. Social threats- diagnosis, prophylaxis and compensation; poverty, sources, consequences, diversity; old age and disablement; criminality and addictions; other pathological phenomena and sources of social marginalization. Chosen aspects of social policy in European Union; basic social values (dignity, freedom, equality, solidarity, justice, subsidiarity); legislation, advisory and supervisory subjects; social

legislation in EU; international social agreements, EU primary and derivative acts; social programmes- financial instrument and structural funds. Social- economic determinants of social policy effectiveness; political and economic context of social policy- decision-making process; statistical indicators as measuring effectiveness tools; public opinion and public feelings as social indicators; present state, needs and barriers to realization social policy; Poland versus world- social policy : today and tomorrow.

Reading list:

1. Frąckiewicz L. (red.): Polityka społeczna. Zarys wykładu wybranych problemów, Wyd. Naukowe „Śląsk”, Katowice 2000
2. Frąckiewicz-Wronki A., Zrałek M. (red.): Polityka społeczna w okresie transformacji, Akademia Ekonomiczna im. Karola Adamieckiego, Katowice 2000
3. Głabicka K.: Polityka społeczna w Unii Europejskiej. Aspekty aksjologiczne i empiryczne, Dom Wydawniczy „Elipsa”, Warszawa 2001
4. Książkowski M.: Polityka społeczna. Wybrane problemy porównań międzynarodowych, Wydawnictwo Naukowe „Śląsk”, Katowice 1999
5. Kurzynowski A. (red.): Polityka społeczna, SGH, Warszawa 2002

15.4–3POPS–D59–PB1,5

Library User and Information Skills Training

Lecture (L): 2h

Practical Work (PW): 3h

Supervisor responsible for educational contents:

Assessment: credit

Educational targets:

- developing the ability to use library Swietokrzyska Academy of Education resources; search options and placing orders.

Contents:

Basic information Structure and collections of library (faculty and institute reading rooms, lending library, main reading room, newspaper reading room, information- bibliographic reading room, special collections reading room and interlibrary lending). Library catalogues; computer and traditional index (location, completeness and access). Using library principles Registration, placing orders and library regulations. Computer index (searching and ordering,) search principles, search options, placing an order, authorization, state of member's account, card index.

Elements of scientific information

Educational targets:

- theoretical and practical introduction to searching documents and information; electronic resources, especially those connected with group's major.

Contents:

Short information about types of scientific documents (books, magazines, periodicals, unpublished documents, audiovisual and electronic documents). Scientific documents search; database of library (of Swietokrzyska Academy of Education and others), bibliography (definition and types), current Polish National Bibliography (Bibliographical Guide. Official Specification of Prints Published in Republic of Poland, Periodical Contents Bibliography, Periodical Bibliography); card and electronic version; presentation and search exercises. Special and computer bibliographical databases form the filed of knowledge connected with group's major. Factual information; information in internet and criteria of their creditability, websites of public and governmental institutions and universities, dictionaries, encyclopaedias and magazines online (especially those connected with group's major)

05.9–3POPS–D61–PŚ5,6,7

Midyear Pedagogical Training

Semester VII Lectures (L): 75h

Supervisor responsible for educational contents:

ECTS points: 0,5 (semestr VI), 1 (semestr VI), 1 (semestr VII)

Assessment: grade

Educational targets:

- familiarization with functioning of educational, rehabilitative and tutorial institutions,
- participation in diagnostic, preventive, educational, tutelary and selection actions undertaken in social institutions,
- developing the ability to prepare various individual and group activities,
- inculcating students with the sense of responsibility for safety and proper development of their wards.

Contents:

Inspiring, educational, tutorial, coordinative, rehabilitative and supervisory actions in the educational, tutelary and rehabilitative process. Organization and realization of educational, rehabilitative and revalidation process in educational and tutelary institutions. Specificity of educational, tutelary, revalidation and resocializing treatment.

Reading list:

13. Baran J.: Wychowawcza rola środowiska pracy, Warszawa 1989
14. Bańka A.: Psychopatologia pracy, Poznań 1996
15. Kwiatkowski St.: Kształcenie zawodowe w warunkach gospodarki rynkowej, Warszawa 2001
16. Nalaskowski S.: O ideale wychowania i celach kształcenia, Toruń 1993
17. Nalaskowski S.: Humanizm i podmiotowość w wychowaniu, Toruń 1992
18. Wołk Z.: Kultura pracy, Sulechów 2000

05.9–3POPS–D61–PC8

Continual Pedagogical Practice

Semester VIII Lectures (L): 75h

Supervisor responsible for educational contents:

ECTS points: 3

Assessment: grade

Educational targets:

- enabling students direct contact with educational and tutelary problems,
- preparing for form tutor- guardian career and work in social, educational and tutelary institutions,
- cooperation in the field of diagnostics, prophylaxis, education and tuition in institutions,
- increasing knowledge of Master's thesis issues.

Contents:

Inspiring, educational, tutorial, coordinative, rehabilitative and supervisory actions in the educational, tutelary and rehabilitative process. Organization and realization of educational, rehabilitative and revalidation process in educational and tutelary institutions. Specificity of educational, tutelary, revalidation and resocializing treatment.

Reading list:

11. Baran J.: Wychowawcza rola środowiska pracy, Warszawa 1989
12. Bańka A.: Psychopatologia pracy, Poznań 1996
13. Kwiatkowski St.: Kształcenie zawodowe w warunkach gospodarki rynkowej, Warszawa 2001
14. Kwiatkowski St., Symela K. (red.): Standardy kwalifikacji zawodowych, Warszawa 2001
15. Wołk Z.: Kultura pracy, Sulechów 2000

