

# Course catalogue for incoming Erasmus+ students

## Pedagogy

2025/2026

Course title	Semester	ECTS	Lecture	Lab	Project
Social and Educational Psychology	winter	6	15	30	30
Biomedical Foundations of Development and Education	winter	6	15	30	30
Developmental Psychology of Children and Adolescents	winter	6	15	30	30
Fundamentals of Special Education	winter	6	15	30	30
Theory and Practice of Inclusive Education	winter	6	15	30	30
Education and Therapy for Individuals with Autism Spectrum Disorders	winter	6	15	30	30
Methods and Techniques of Pedagogical Research	summer	6	15	30	30
Social Pedagogy	summer	6	15	30	30
Theoretical Foundations of Education	summer	6	15	30	30
Early Support for Child Development	summer	6	15	30	30
History of Education	summer	6	15	30	30
Fundamentals of Sociotherapy	summer	6	15	30	30

# Winter semester

STATE UNIVERSITY OF APPLIED SCIENCES IN GŁOGÓW

INSTITUTE OF SOCIAL SCIENCES



## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Social and Educational Psychology		Course code P1
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	
Education module	Core	Language of course	english
Semester	II	Form of credit	Graded credit
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project		Laboratory
15	30		30
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
Knowledge of general psychology			
COURSE OBJECTIVE			
Introducing students to knowledge in the field of social psychology in the context of education.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Knows various approaches to human functioning and understands their philosophical, humanistic, and social origins and contexts.		K_W04
	W1.1	Knows psychological theories related to group processes, influence on people, and the teacher's role as a leader in the educational process.	
	W1.2	Knows the theory of cognitive dissonance, the theory of authority's influence on student behavior, causes and effects of aggressive behavior in children and youth.	
W1.3	Knows basic attribution errors and rules of social cognition in educational tasks.		
Skills			
U1	Can analyze, based on personal observation, various manifestations of behavior in a selected area of social practice at an advanced level.		K_U02
	U1.1	Can diagnose causes of various behaviors in children in the school context, understands mechanisms of children's functioning in the educational system.	
Competences			
K1	Acts responsibly and ethically at an advanced level.		K_K05

	<b>K1.1</b>	Applies supportive and educational actions based on social psychology knowledge and acts responsibly in solving student problems.		
<b>COURSE CONTENT</b>			<b>F-T S</b>	<b>P-T S</b>
<b>TOPIC</b>			<b>30</b>	<b>18</b>
<b>e-Lecture</b>			<b>15</b>	<b>9</b>
1	Subject of social psychology, human and the social world, analysis of explanatory text.		2	1
2	Social perception, interactions, relationships, types of bonds.		8	5
3	Social groups, principles of formation and persistence.		2	1
4	Pedagogue and social influences.		3	2
<b>Exercises</b>			<b>15</b>	<b>9</b>
1	Subject of social psychology, human and the social world, analysis of explanatory text.		2	1
2	Communication – types, levels, assertive communication exercises.		8	5
3	Social groups, principles of formation and persistence.		3	2
4	Pedagogue and social influences.		2	1
<b>TEACHING METHODS</b>				
1. brainstorming; 2. discussion focused on the analyzed problem/topic;				
<b>ASSESSMENT CRITERIA</b>				
<b>e-Lecture</b>				
1. class participation; 2. multimedia presentation;				
<b>Exercises</b>				
1. multimedia presentation; 2. class participation;				
<b>VERIFICATION OF LEARNING OUTCOMES</b>				
<b>CODE</b>	<b>DESCRIPTION</b>			<b>EFFECT</b>
<b>Knowledge</b>		<b>e-Lecture</b>		
<b>W1</b>	<b>W1.1</b>	1	multimedia presentation	<b>K_W04</b>
		2	class participation	
	<b>W1.2</b>	1	multimedia presentation	
		2	class participation	
	<b>W1.3</b>	1	multimedia presentation	
		2	class participation	
<b>Skills</b>		<b>e-Lecture</b>		
<b>U1</b>	<b>U1.1</b>	1	multimedia presentation	<b>K_U02</b>
		2	class participation	
<b>Competences</b>		<b>e-Lecture</b>		
<b>K1</b>	<b>K1.1</b>	1	multimedia presentation	<b>K_K05</b>
		2	class participation	
<b>Knowledge</b>		<b>Exercises</b>		
<b>W1</b>	<b>W1.1</b>	1	multimedia presentation	<b>K_W04</b>
		2	class participation	
	<b>W1.2</b>	1	multimedia presentation	
		2	class participation	
	<b>W1.3</b>	1	multimedia presentation	
		2	class participation	
<b>Skills</b>		<b>Exercises</b>		
<b>U1</b>	<b>U1.1</b>	1	multimedia presentation	<b>K_U02</b>
		2	class participation	
<b>Competences</b>		<b>Exercises</b>		
<b>K1</b>	<b>K1.1</b>	1	multimedia presentation	<b>K_K05</b>

		2	class participation	
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<b>LITERATURE</b>				
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<b>Required</b>				
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1	Akert R.M., Aronson E., Wilson T.D., <i>Psychologia społeczna: serce i umysł</i> , Zysk i S-ka, Warszawa 1997.
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2	Wojciszke B., <i>Człowiek wśród ludzi: zarys psychologii społecznej</i> , Scholar, Warszawa 2009.
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<b>Supplementary</b>				
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1	stosownie do wymagań bieżących
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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	<b>Biomedical Foundations of Development and Education</b>		Course code <b>K1</b>
Name of the unit conducting the course		<b>Institute of Social Sciences</b>	
Level of education	<b>First-cycle studies</b>	Study profile	<b>practical</b>
Field of study	<b>Pedagogy</b>	Specialization	
Education module	<b>Major-specific</b>	Language of course	<b>english</b>
Semester	<b>I</b>	Form of credit	<b>Graded credit</b>
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project		Laboratory
15	30		30
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
Knowledge of human anatomy and physiology at high school level, as well as hygiene and health-promoting behaviors.			
COURSE OBJECTIVE			
<p>Presentation of contemporary scientific views on the place of humans in the world of living organisms. Introducing students to knowledge about environmental, civilizational, and genetic conditions of human ontogenetic development. Providing basic information about the structure of the human body and the functioning of its organ systems. Presentation of characteristic features of human biological development. Developing the ability to properly assess the biological development of a child. Indicating the relationships between human lifestyle and health status. Stimulating students' interest in the relationship between child health and academic performance.</p>			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
<b>W1</b>	Knows and understands advanced concepts of human development: from naturalistic – medical and biological – to socio-cultural.		<b>K_W05</b>
	<b>W1.1</b>	The student has structured knowledge of biomedical and psychological foundations of human development and upbringing.	
Skills			
<b>U1</b>	Can apply acquired theoretical knowledge to specific situations in pedagogical practice (care, upbringing, education, cultural, support) at an advanced level.		<b>K_U03</b>
	<b>U1.1</b>	The student can apply and integrate knowledge from pedagogy and auxology to analyze pedagogical problems.	
<b>U2</b>	Can argue personal positions and present personal views in relation to selected concepts and manifestations of pedagogical activities at an advanced level.		<b>K_U14</b>
	<b>U2.1</b>	The student can use theories of human development and critically evaluate them.	
Competences			

<b>K1</b>	Applies acquired knowledge in practical pedagogical activities at an advanced level and understands the social significance of pedagogical knowledge.		<b>K_K02</b>
	<b>K1.1</b>	The student is convinced of the meaning, value, and need to promote acquired biomedical and psychological knowledge in the social environment.	
<b>K2</b>	Is capable of cooperating and collaborating with others – both specialists and non-specialists – during individual and team work at an advanced level.		<b>K_K07</b>
	<b>K2.1</b>	The student is ready to build relationships based on mutual trust among all participants in the educational process and to involve them in actions that support educational effectiveness.	
<b>COURSE CONTENT</b>			
<b>TOPIC</b>			
<b>e-Lecture</b>			
			<b>F-T S</b>
			<b>P-T S</b>
			<b>30</b>
			<b>18</b>
			<b>15</b>
			<b>9</b>
1	Human's place in the world of living organisms. Contemporary views on the human genealogical tree and the course of anthropogenesis. Characteristic forms of hominids in the phylogenetic development of humans.		3
2	Similarities and differences in the structure and functioning of the human body compared to other mammals.		2
3	Impact of biogeographic, living, and cultural conditions on human biological development and health.		4
4	Body structure diversity as an adaptation to different natural environments. Human races.		2
5	Genetic factors in human inheritance and development.		2
6	Body types and sexual dimorphism in humans.		2
			<b>15</b>
			<b>9</b>
<b>Exercises</b>			
1	Stages of human ontogenetic development. Characteristics of biological development, especially in childhood and adolescence.		5
2	Concept of developmental norm and developmental age. Methods for assessing biological development in children and youth.		2
3	Structure and functioning of internal organs in humans. Basic hygiene principles for these organs.		4
4	Neural and hormonal coordination of life processes in the human body.		2
5	Health and developmental deviations during childhood and adolescence and their impact on educational effectiveness.		2
<b>TEACHING METHODS</b>			
<p>Google Classroom e-learning platform – access to lecture materials, tests, discussion forums, and communication with the instructor. Multimedia presentations (PowerPoint, PDF) – slides illustrating lecture content: biological development diagrams, anatomical drawings, physiological processes. Scientific literature, textbooks, anatomical and physiological atlases. Educational films and animations – e.g., videos on fetal development stages, puberty, neurobiological processes. Online 3D models (e.g., skeletal, nervous system) – interactive tools supporting understanding of anatomy and physiology. Graphic materials (posters, infographics) – e.g., showing prenatal and postnatal development stages. Multimedia projector – presentation of graphic and video materials. PowerPoint / PDF presentations – case discussions, development diagrams.</p>			
<b>ASSESSMENT CRITERIA</b>			
<b>e-Lecture</b>			
<p>1. Written test with closed questions. 2. Activity on the e-learning platform. Regular login, participation in discussion forums, completion of all required materials (e.g., quizzes, mini-tests, interactive lessons). 3. Timeliness. Completion of all required elements within deadlines. Delays may lower the final grade.</p>			
<b>Exercises</b>			

1. Attendance and activity in class. Active participation in discussions, group work, exercises. 2. Preparation for classes. Familiarity with materials indicated by the instructor, ability to interpret issues related to biological development and child health. 3. Practical tasks and projects, including case analysis, anthropometric measurements, development of psychophysical observation sheets.

### VERIFICATION OF LEARNING OUTCOMES

CODE		DESCRIPTION		EFFECT
		<b>Knowledge</b>		<b>e-Lecture</b>
<b>W1</b>	<b>W1.1</b>	1	written test closed questions	<b>K_W05</b>
		<b>Skills</b>		<b>e-Lecture</b>
<b>U1</b>	<b>U1.1</b>	1	written test closed questions	<b>K_U03</b>
<b>U2</b>	<b>U2.1</b>	1	written test closed questions	<b>K_U14</b>
		<b>Competences</b>		<b>e-Lecture</b>
<b>K1</b>	<b>K1.1</b>	1	written test closed questions	<b>K_K02</b>
<b>K2</b>	<b>K2.1</b>	1	written test closed questions	<b>K_K07</b>
		<b>Knowledge</b>		<b>Exercises</b>
<b>W1</b>	<b>W1.1</b>	1	project	<b>K_W05</b>
		2	class participation	
		<b>Skills</b>		<b>Exercises</b>
<b>U1</b>	<b>U1.1</b>	1	project	<b>K_U03</b>
		2	class participation	
<b>U2</b>	<b>U2.1</b>	1	project	<b>K_U14</b>
		2	class participation	
		<b>Competences</b>		<b>Exercises</b>
<b>K1</b>	<b>K1.1</b>	1	project	<b>K_K02</b>
		2	class participation	
<b>K2</b>	<b>K2.1</b>	1	project	<b>K_K07</b>
		2	class participation	

### LITERATURE

#### Required

1	Kaczmarek M., Wolański N., <i>Rozwój biologiczny człowieka: od poczęcia do śmierci</i> , PWN, Warszawa 2018.
2	Mięsowicz I. (red.), <i>Auksologia: rozwój biologiczny człowieka i metody jego oceny od narodzin do dorosłości</i> , APS, Warszawa 2001.
3	Woynarowska B., Kowalewska A., Izdebski Z., Komosińska K., <i>Biomedyczne podstawy kształcenia i wychowania: podręcznik akademicki</i> , PWN, Warszawa 2010.

#### Supplementary

1	Aleksandrowicz R., <i>Mały atlas anatomiczny</i> , PZWL, Warszawa 2015.
2	Doleżych B., Łaszczyca P. (red.), <i>Biomedyczne podstawy rozwoju z elementami higieny szkolnej: podręcznik akademicki dla studentów kierunków pedagogicznych i psychologii</i> , Adam Marszałek, Toruń 2005.
3	Obuchowska I., <i>Drogi dorastania: psychologia rozwojowa okresu dorastania dla rodziców i wychowawców</i> , WSiP, Warszawa 1996.
4	Wolański N., <i>Ekologia człowieka: podstawy ochrony środowiska i zdrowia człowieka, t. 1: Wrażliwość na czynniki środowiska i biologiczne zmiany przystosowawcze</i> , PWN, Warszawa 2006.
5	Wolański N., <i>Ekologia człowieka: podstawy ochrony środowiska i zdrowia człowieka, t. 2: Ewolucja i dostosowanie biokulturowe</i> , PWN, Warszawa 2006.
6	Wolański N., <i>Rozwój biologiczny człowieka: podstawy auksologii, gerontologii i promocji zdrowia</i> , PWN, Warszawa 2005.

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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Developmental Psychology of Children and Adolescents		Course code <b>K2</b>
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	
Education module	Major-specific	Language of course	english
Semester	I	Form of credit	Graded credit
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project		Laboratory
15	30		30
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
Basic knowledge of general psychology and developmental pedagogy. Readiness for reflective work and analysis of educational phenomena in the context of individual development.			
COURSE OBJECTIVE			
The aim of the course is to introduce students to the course of psychological development of children and adolescents, with particular emphasis on emotional, cognitive, and social dimensions. The classes aim to develop the ability to understand and support student development in educational and upbringing environments.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Knows various approaches to human functioning and understands their philosophical, humanistic, and social origins and contexts.		K_W04
	W1.1	Knows the stages of psychological development from infancy to late adolescence	
	W1.2	Understands biological, psychological, and social factors influencing development	
	W1.3	Understands the importance of family, school, and peer environments for the psychosocial development of the child.	
W2	Knows and understands advanced concepts of human development: from naturalistic – medical and biological – to socio-cultural.		K_W05
	W2.1	Knows the stages of psychological development from infancy to late adolescence	
	W2.2	Understands biological, psychological, and social factors influencing development	
	W2.3	Understands the importance of family, school, and peer environments for the psychosocial development of the child.	
Skills			
U1	Can analyze, based on personal observation, various manifestations of behavior in a selected area of social practice at an advanced level.		K_U02
	U1.1	Can analyze developmental needs of children and youth at different life stages	
	U1.2	Can identify symptoms of developmental disorders and adaptation difficulties.	

<b>U2</b>	Can apply acquired theoretical knowledge to specific situations in pedagogical practice (care, upbringing, education, cultural, support) at an advanced level.		<b>K_U03</b>	
	<b>U2.1</b>	Can analyze developmental needs of children and youth at different life stages		
	<b>U2.2</b>	Can identify symptoms of developmental disorders and adaptation difficulties.		
<b>Competences</b>				
<b>K1</b>	Applies acquired knowledge in practical pedagogical activities at an advanced level and understands the social significance of pedagogical knowledge.		<b>K_K02</b>	
	<b>K1.1</b>	Applies knowledge of developmental psychology of children and youth in pedagogical practice.		
<b>COURSE CONTENT</b>			<b>F-T S</b>	
<b>TOPIC</b>			<b>30</b>	
<b>e-Lecture</b>			<b>15</b>	
1	Introduction to developmental psychology: assumptions and basic concepts.		1	
2	Research methods in developmental psychology.		1	
3	Development during infancy and early childhood.		2	
4	Cognitive and language development in childhood.		2	
5	Emotional development and attachment.		1	
6	Identity and self-development.		1	
7	Preschool period – social development and play.		1	
8	Early school age – moral development and self-regulation.		2	
9	Adolescence – biological, cognitive, and psychosocial changes.		2	
10	Risk factors and developmental disorders.		2	
<b>Exercises</b>			<b>15</b>	
1	Case analysis of children with various developmental profiles.		2	
2	Observation of developmental behaviors (live or recorded).		2	
3	Working with developmental tests and assessment scales.		2	
4	Creating developmental profiles of children considering their environment.		2	
5	Role of teacher and educator in monitoring development.		1	
6	Support scenarios for students in developmental crisis.		2	
7	Discussion of educational issues from a developmental perspective.		2	
8	Preparation for practical assessment – case analysis and presentation.		2	
<b>TEACHING METHODS</b>				
Multimedia presentations and psychological development charts. Worksheets, developmental tests, functional diagnosis sheets. Sample cases for analysis. E-learning platform with access to materials. Interactive whiteboard, flipcharts, and group work space.				
<b>ASSESSMENT CRITERIA</b>				
<b>e-Lecture</b>				
Written test covering lecture content.				
<b>Exercises</b>				
Class participation and engagement in exercises. Preparation and presentation of a case analysis.				
<b>VERIFICATION OF LEARNING OUTCOMES</b>				
<b>CODE</b>	<b>DESCRIPTION</b>		<b>EFFECT</b>	
<b>Knowledge</b>		<b>e-Lecture</b>		
<b>W1</b>	<b>W1.1</b>	1	written test open questions	<b>K_W04</b>
		2	class participation	
	<b>W1.2</b>	1	written test open questions	
		2	class participation	
	<b>W1.3</b>	1	written test open questions	
		2	class participation	
<b>W2</b>	<b>W2.1</b>	1	written test open questions	<b>K_W05</b>

		2	class participation	
	W2.2	1	written test open questions	
		2	class participation	
	W2.3	1	written test open questions	
		2	class participation	
		<b>Skills</b>		<b>e-Lecture</b>
U1	U1.1	1	written test open questions	K_U02
		2	class participation	
	U1.2	1	written test open questions	
		2	class participation	
U2	U2.1	1	written test open questions	K_U03
		2	class participation	
	U2.2	1	written test open questions	
		2	class participation	
		<b>Competences</b>		<b>e-Lecture</b>
K1	K1.1	1	written test open questions	K_K02
		2	class participation	
		<b>Knowledge</b>		<b>Exercises</b>
W1	W1.1	1	multimedia presentation	K_W04
		2	class participation	
	W1.2	1	multimedia presentation	
		2	class participation	
	W1.3	1	multimedia presentation	
		2	class participation	
W2	W2.1	1	multimedia presentation	K_W05
		2	class participation	
	W2.2	1	multimedia presentation	
		2	class participation	
	W2.3	1	multimedia presentation	
		2	class participation	
		<b>Skills</b>		<b>Exercises</b>
U1	U1.1	1	multimedia presentation	K_U02
		2	class participation	
	U1.2	1	multimedia presentation	
		2	class participation	
U2	U2.1	1	multimedia presentation	K_U03
		2	class participation	
	U2.2	1	multimedia presentation	
		2	class participation	
		<b>Competences</b>		<b>Exercises</b>
K1	K1.1	1	multimedia presentation	K_K02
		2	class participation	
<b>LITERATURE</b>				
<b>Required</b>				
1	Bee H., Boyd D., <i>Psychologia rozwoju człowieka</i> , Zysk i S-ka, Poznań 2015.			
2	Brzezińska A., <i>Spoleczna psychologia rozwoju</i> , Scholar, Warszawa 2017.			
3	Harwas-Napierała B., Trempała J. (red.), <i>Psychologia rozwoju człowieka</i> , PWN, Warszawa 2021.			
4	Kozłowska A., <i>Psychologia rozwoju dzieci i młodzieży</i> , UAM, Poznań 2019.			
5	Obuchowska I., <i>Adolescencja: zagrożenia i szanse</i> , Difin, Warszawa 2016.			
<b>Supplementary</b>				

1	Erikson E., <i>Tożsamość a cykl życia</i> , Zys i S-ka, Poznań 2018.
2	Matczak A., <i>Psychologiczne podstawy edukacji szkolnej</i> , PWN, Warszawa 2020.
3	Muszyńska J., <i>Diagnoza rozwoju dziecka w praktyce pedagogicznej</i> , PWN, Warszawa 2022.
4	Schaffer H. R., <i>Rozwój społeczny dziecka</i> , GWP, Gdańsk 2016.
5	Tomaszewski T., <i>Rozwój psychiczny dzieci i młodzieży</i> , PWN, Warszawa 2014.

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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Fundamentals of Special Education		Course code <b>K3</b>
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	
Education module	Major-specific	Language of course	english
Semester	III	Form of credit	Graded credit
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project		Laboratory
15	30		30
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
Basic knowledge of pedagogy, psychology, and sociology.			
COURSE OBJECTIVE			
Introduction to basic issues in special pedagogy and specific problems related to care and upbringing, education and revalidation, and rehabilitation of people with various types of disabilities and elderly individuals.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Has advanced knowledge of education, upbringing, and learning, along with their universal, humanistic, socio-cultural, ideological, biological, psychological, and medical contexts.		K_W03
	W1.1	The student has structured, detailed knowledge in the field of special pedagogy, including terminology, theory, and methodology, and demonstrates understanding of the role and place of special pedagogy within the system of human sciences.	
	W1.2	Knows and uses basic concepts of special pedagogy, understands its scope and explains its goals in care and upbringing, education and revalidation, and rehabilitation.	
W2	Knows and understands advanced concepts of human development: from naturalistic – medical and biological – to socio-cultural.		K_W05
	W2.1	Has knowledge of methods and forms of action in care and upbringing, education and revalidation, and rehabilitation of people with various types of disabilities and elderly individuals, in relation to life stages and environmental conditions.	
Skills			
U1	Can apply acquired theoretical knowledge to specific situations in pedagogical practice (care, upbringing, education, cultural, support) at an advanced level.		K_U03

	<b>U1.1</b>	The student can apply basic theoretical knowledge from special pedagogy to analyze various problems of people with intellectual, visual, hearing, physical, or social disabilities.	
	<b>U1.2</b>	Can also apply selected forms of work to improve and stimulate development of people with various types of disabilities and elderly individuals, considering their immediate environment and respecting their dignity and subjectivity.	
<b>U2</b>		Can identify, describe, and interpret the motives and behaviors of learners and students based on advanced theoretical knowledge.	<b>K_U05</b>
	<b>U2.1</b>	The student can skillfully anticipate and describe developmental risks for people with disabilities and apply current pedagogical, psychological, and sociological theories and concepts to address problem issues related to specific difficulties in functioning of people with disabilities and elderly individuals.	

### Competences

<b>K1</b>		Possesses advanced self-awareness regarding personal professionalism and individual capabilities and limitations; is ready to work on personal development, including during pedagogical practice.	<b>K_K01</b>
	<b>K1.1</b>	The student appreciates the importance of pedagogical sciences in shaping and strengthening proper social attitudes toward people with disabilities and elderly individuals.	
	<b>K1.2</b>	Has self-awareness regarding their professionalism and personal strengths and limitations, and is ready to work on their own development, including during practical pedagogical activities.	
<b>K2</b>		Applies acquired knowledge in practical pedagogical activities at an advanced level and understands the social significance of pedagogical knowledge.	<b>K_K02</b>
	<b>K2.1</b>	Is aware of the need to act professionally and ethically in support activities for people with disabilities and elderly individuals.	

COURSE CONTENT		F-T S	P-T S
TOPIC		30	18
e-Lecture		15	9
1	Introduction to special education issues; special education as a discipline.	3	2
2	Basic terminological issues. Scope and subject of special education, individual and social needs, goals and tasks in care, education, and rehabilitation	5	3
3	Developmental trends in education and revalidation of people with intellectual, physical, or social disabilities and the elderly	7	4
Exercises		15	9
1	Selected issues in vocational rehabilitation, social integration, and normalization of life for people with various types of disabilities	5	3
2	Therapeutic pedagogy – issues of chronically ill individuals	3	2
3	Pedagogy of gifted and talented children	2	1
4	Cooperation between special schools and families – issues of care and social support in stimulating the development of children with intellectual, physical, or social disabilities	5	3

### TEACHING METHODS

### ASSESSMENT CRITERIA

### VERIFICATION OF LEARNING OUTCOMES

CODE		DESCRIPTION		EFFECT
		Knowledge	e-Lecture	
<b>W1</b>	<b>W1.1</b>	1	class participation	<b>K_W03</b>
	<b>W1.2</b>	1	class participation	
<b>W2</b>	<b>W2.1</b>	1	class participation	<b>K_W05</b>
		Skills	e-Lecture	

U1	U1.1	1	class participation	K_U03
	U1.2	1	class participation	
U2	U2.1	1	class participation	K_U05
<b>Competences</b>			<b>e-Lecture</b>	
K1	K1.1	1	class participation	K_K01
	K1.2	1	class participation	
K2	K2.1	1	class participation	K_K02
<b>Knowledge</b>			<b>Exercises</b>	
W1	W1.1	1	term paper	K_W03
		2	class participation	
	W1.2	1	term paper	
		2	class participation	
W2	W2.1	1	term paper	K_W05
		2	class participation	
<b>Skills</b>			<b>Exercises</b>	
U1	U1.1	1	term paper	K_U03
		2	class participation	
	U1.2	1	term paper	
		2	class participation	
U2	U2.1	1	term paper	K_U05
		2	class participation	
<b>Competences</b>			<b>Exercises</b>	
K1	K1.1	1	term paper	K_K01
		2	class participation	
	K1.2	1	term paper	
		2	class participation	
K2	K2.1	1	term paper	K_K02
		2	class participation	
<b>LITERATURE</b>				
<b>Required</b>				
1	Dykcik W. (red.), <i>Pedagogika specjalna</i> , UAM, Poznań 2002.			
2	Dykcik W., Szychowiak B. (red.), <i>Nowatorskie i alternatywne metody w praktyce pedagogiki specjalnej</i> , UAM, Poznań 2001.			
<b>Supplementary</b>				
1	Lipińska-Lokś J., <i>Zmiany stosunków między dziećmi pełnosprawnymi i dziećmi z niepełnosprawnością w klasach integracyjnych</i> , UZ, Zielona Góra 2011.			
2	Obuchowska I. (red.), <i>Dziecko niepełnosprawne w rodzinie</i> , WSiP, Warszawa 1995.			

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## SYLLABUS / COURSE DESCRIPTION CARD

<b>BASIC INFORMATION ABOUT THE COURSE</b>															
Course (module) title			<b>Theory and Practice of Inclusive Education</b>									Course code		<b>K5</b>	
Name of the unit conducting the course						<b>Institute of Social Sciences</b>									
Level of education			<b>First-cycle studies</b>						Study profile			<b>practical</b>			
Field of study			<b>Pedagogy</b>						Specialization						
Education module			<b>Major-specific</b>						Language of course			<b>english</b>			
Semester			<b>II</b>						Form of credit			<b>Graded credit</b>			
<b>HOURLY DIMENSION OF DIDACTIC CLASSES</b>															
FULL-TIME STUDIES															
Lecture				Project						Laboratory					
15				30						30					
<b>TOTAL HOURLY DIMENSION OF CLASSES</b>															
Student's independent work						90									
<b>Total</b>						<b>150</b>									
<b>ECTS</b>						<b>6</b>									
<b>HOURLY DIMENSION OF DIDACTIC CLASSES</b>															
FULL-TIME STUDIES								PART-TIME STUDIES							
Lecture		e-Lecture		Exercises		Workshops		Lecture		e-Lecture		Exercises		Workshops	
		15	ZO2	6						9	ZO2	6			
				15	ZO2	6						9	ZO2	6	
<b>TOTAL HOURLY DIMENSION OF CLASSES</b>															
FULL-TIME STUDIES								PART-TIME STUDIES							
e-Lecture				15				e-Lecture				9			
Exercises				15				Exercises				9			
<b>Total</b>				<b>30</b>				<b>Total</b>				<b>18</b>			
Student's independent work				120				Student's independent work				132			
<b>Total</b>				<b>150</b>				<b>Total</b>				<b>150</b>			
<b>ECTS</b>				<b>6</b>				<b>ECTS</b>				<b>6</b>			
<b>PREREQUISITES</b>															
Basic knowledge of general pedagogy and developmental psychology. Ability to work in a group and openness to social and cultural diversity.															
<b>COURSE OBJECTIVE</b>															
The aim of the course is to prepare students to understand the idea of inclusive education and to apply it practically in diverse educational environments. Students learn mechanisms for supporting students with special educational needs and develop competencies to create educational spaces conducive to inclusion.															
<b>LEARNING OUTCOMES FOR THE COURSE</b>															
CODE	DESCRIPTION														EFFECT
Knowledge															
<b>W1</b>	Has advanced knowledge of education, upbringing, and learning, along with their universal, humanistic, socio-cultural, ideological, biological, psychological, and medical contexts.														<b>K_W03</b>

	<b>W1.1</b>	Understands the basic principles of inclusive education and its importance for social development.	
<b>W2</b>		Has advanced knowledge of various concepts of education and upbringing, their origins, determinants, consequences, and the difficulties they generate.	<b>K_W09</b>
	<b>W2.1</b>	Understands the basic principles of inclusive education and its importance for social development.	
<b>Skills</b>			
<b>U1</b>		Can diagnose pedagogical problems in practical activities using advanced theoretical knowledge.	<b>K_U06</b>
	<b>U1.1</b>	Identifies barriers to participation of students with diverse needs in the educational system.	
	<b>U1.2</b>	Designs educational accommodations for students with special needs.	
<b>Competences</b>			
<b>K1</b>		Is capable of cooperating and collaborating with others – both specialists and non-specialists – during individual and team work at an advanced level.	<b>K_K07</b>
	<b>K1.1</b>	Can collaborate with teachers, specialists, and parents in the context of inclusive education.	
	<b>K1.2</b>	Recognizes and critically analyzes personal attitudes and beliefs toward diversity.	
<b>K2</b>		Is responsible for oneself and others, as well as for personal pedagogical actions.	<b>K_K08</b>
	<b>K2.1</b>	Can collaborate with teachers, specialists, and parents in the context of inclusive education.	
	<b>K2.2</b>	Recognizes and critically analyzes personal attitudes and beliefs toward diversity.	
<b>COURSE CONTENT</b>			<b>F-T S</b>
<b>TOPIC</b>			<b>30</b>
<b>e-Lecture</b>			<b>15</b>
1	Concept and origin of inclusive education.		1
2	Educational policy and inclusion – national and international documents.		2
3	Models of special and inclusive education.		2
4	Barriers and challenges of inclusive education.		2
5	Role of the teacher in the inclusion process.		2
6	Diagnosis and classification of special educational needs.		2
7	Organization and methodology of work in a diverse classroom.		2
8	Examples of good practices – case studies.		2
<b>Exercises</b>			<b>15</b>
1	Case analysis of children with diverse needs.		2
2	Designing Individual Educational and Therapeutic Plans (IPET).		2
3	Communication and cooperation with parents and specialists.		2
4	Using activating methods in an inclusive classroom.		2
5	Reflection on personal attitudes – empathy training.		2
6	Simulations of educational situations.		2
7	Creating lesson plans supporting inclusion.		2
8	Evaluation of inclusive lessons – creating tools.		1
<b>TEACHING METHODS</b>			
Presentation; in case of a lecture conducted using distance learning methods and techniques: possibility of asynchronous playback of lecture content. Exercises: group discussion, creation of simple inclusive lesson plans.			
<b>ASSESSMENT CRITERIA</b>			
<b>e-Lecture</b>			
Final written test based on a list of topics presented at the beginning of the course.			

## Exercises

Project (inclusive lesson plan).

### VERIFICATION OF LEARNING OUTCOMES

CODE		DESCRIPTION		EFFECT
		<b>Knowledge</b>		<b>e-Lecture</b>
<b>W1</b>	<b>W1.1</b>	1	written test open questions	<b>K_W03</b>
<b>W2</b>	<b>W2.1</b>	1	written test open questions	<b>K_W09</b>
		<b>Skills</b>		<b>e-Lecture</b>
<b>U1</b>	<b>U1.1</b>	1	written test open questions	<b>K_U06</b>
	<b>U1.2</b>	1	written test open questions	
		<b>Competences</b>		<b>e-Lecture</b>
<b>K1</b>	<b>K1.1</b>	1	written test open questions	<b>K_K07</b>
	<b>K1.2</b>	1	written test open questions	
<b>K2</b>	<b>K2.1</b>	1	written test open questions	<b>K_K08</b>
	<b>K2.2</b>	1	written test open questions	
		<b>Knowledge</b>		<b>Exercises</b>
<b>W1</b>	<b>W1.1</b>	1	project	<b>K_W03</b>
		2	class participation	
<b>W2</b>	<b>W2.1</b>	1	project	<b>K_W09</b>
		2	class participation	
		<b>Skills</b>		<b>Exercises</b>
<b>U1</b>	<b>U1.1</b>	1	project	<b>K_U06</b>
		2	class participation	
	<b>U1.2</b>	1	project	
		2	class participation	
		<b>Competences</b>		<b>Exercises</b>
<b>K1</b>	<b>K1.1</b>	1	project	<b>K_K07</b>
		2	class participation	
	<b>K1.2</b>	1	project	
		2	class participation	
<b>K2</b>	<b>K2.1</b>	1	project	<b>K_K08</b>
		2	class participation	
	<b>K2.2</b>	1	project	
		2	class participation	
<b>LITERATURE</b>				
<b>Required</b>				
1	Booth T., Ainscow M., <i>Index for Inclusion</i> , CSIE, Bristol 2011.			
2	Hulek A. (red.), <i>Pedagogika specjalna</i> , WSiP, Warszawa 2003.			
3	Minczakiewicz E., <i>Specjalne potrzeby edukacyjne a edukacja włączająca</i> , WAM, Kraków 2013.			
4	Wrońska M., <i>Edukacja włączająca w praktyce nauczycielskiej</i> , Difin, Warszawa 2019.			
5	Zajac B., <i>W stronę szkoły dla wszystkich: edukacja włączająca w teorii i praktyce</i> , Difin, Warszawa 2017.			
<b>Supplementary</b>				
1	Chodkowska M. (red.), <i>Pedagogika integracyjna</i> , UMCS, Lublin 2007.			
2	Florian L. (red.), <i>The Sage Handbook of Special Education</i> , SAGE, London 2014.			
3	Gruszczyk-Kolczyńska E., <i>Dziecko z trudnościami w uczeniu się w klasie szkolnej</i> , WSiP, Warszawa 2015.			
4	Szymańska E., <i>Kompetencje nauczyciela edukacji włączającej</i> , Difin, Warszawa 2018.			
5	Warnock M., <i>Special Educational Needs: A New Look</i> , Philosophy of Education Society, Oxford 2005.			

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## SYLLABUS / COURSE DESCRIPTION CARD

<b>BASIC INFORMATION ABOUT THE COURSE</b>			
Course (module) title	<b>Education and Therapy for Individuals with Autism Spectrum Disorders</b>	Course code	<b>K6</b>
Name of the unit conducting the course		<b>Institute of Social Sciences</b>	
Level of education	<b>First-cycle studies</b>	Study profile	<b>practical</b>
Field of study	<b>Pedagogy</b>	Specialization	
Education module	<b>Major-specific</b>	Language of course	<b>english</b>
Semester	<b>VI</b>	Form of credit	<b>Graded credit</b>
<b>HOURLY DIMENSION OF DIDACTIC CLASSES</b>			
FULL-TIME STUDIES			
Lecture	Project	Laboratory	
15	30	30	
<b>TOTAL HOURLY DIMENSION OF CLASSES</b>			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
<b>PREREQUISITES</b>			
<p>The student: - has basic knowledge of special pedagogy, developmental psychology, and learning theory; - can work in a group, communicate interpersonally, and analyze simple educational situations; - demonstrates readiness for an empathetic approach to individuals with disabilities and a willingness to develop competencies in working with children and youth with special educational needs.</p>			
<b>COURSE OBJECTIVE</b>			
<p>The aim of the course is to introduce students to basic theoretical and practical knowledge regarding the functioning of individuals with autism spectrum disorder (ASD), educational and therapeutic methods, and to develop competencies necessary for teachers and therapists supporting the development of individuals with ASD in various educational and social contexts.</p>			
<b>LEARNING OUTCOMES FOR THE COURSE</b>			
CODE	DESCRIPTION		EFFECT
<b>Knowledge</b>			
<b>W1</b>	Knows and understands advanced problems, needs, and expectations of all participants in educational processes.		<b>K_W15</b>
	<b>W1.1</b>	Knows definitions, classifications, and characteristics of functioning of individuals with ASD.	
<b>W2</b>	Has advanced methodological knowledge in practical pedagogical activities, especially in relation to the chosen specialization.		<b>K_W16</b>
	<b>W2.1</b>	Knows the principles of organizing education, therapy, and support for individuals with autism and Asperger's syndrome. Has knowledge of selected therapeutic methods.	
<b>Skills</b>			
<b>U1</b>	Can analyze, based on personal observation, various manifestations of behavior in a selected area of social practice at an advanced level.		<b>K_U02</b>
	<b>U1.1</b>	Can adapt basic educational strategies to the needs of students with autism spectrum disorder. Can analyze functional and social difficulties in a child with ASD.	
<b>U2</b>	Is capable of self-assessing personal capabilities and achievements in pedagogical practice and can modify and correct them.		<b>K_U23</b>

	<b>U2.1</b>	Recognizes the importance of continuous professional development when working with individuals with neurodevelopmental disorders.	
<b>Competences</b>			
<b>K1</b>	Applies acquired knowledge in practical pedagogical activities at an advanced level and understands the social significance of pedagogical knowledge.		<b>K_K02</b>
	<b>K1.1</b>	Understands the need for individualized and flexible approaches when working with individuals with ASD.	
<b>K2</b>	Is capable of cooperating and collaborating with others – both specialists and non-specialists – during individual and team work at an advanced level.		<b>K_K07</b>
	<b>K2.1</b>	Demonstrates empathy, openness, and readiness to work in an interdisciplinary team. Can collaborate with family and specialists in supporting individuals with autism.	
<b>COURSE CONTENT</b>			<b>F-T S</b>
<b>TOPIC</b>			<b>18</b>
<b>e-Lecture</b>			<b>9</b>
1	Definitions, classifications, and diagnosis of autism spectrum. History of approaches to autism – paradigm shifts.		3
2	Symptoms and characteristic features of individuals with ASD. Cognitive, emotional, and social functioning of individuals with ASD.		3
3	Inclusive, special, and integrative education – organizational models.		3
4	Support for families of children with autism.		3
5	Interdisciplinary cooperation – teacher, therapist, parent.		3
<b>Exercises</b>			<b>9</b>
1	Case study – analysis of individual educational needs of a student with ASD.		3
2	Building a support plan and adapting the educational environment. Methods of working with a child with autism.		3
3	Alternative and augmentative communication (AAC, PECS) – practical application.		3
4	Social and emotional skills training (SST).		3
5	Constructing WOPF (Multispecialist Assessment of Student Functioning) and IPET (Individual Educational-Therapeutic Program) with IPET evaluation.		3
<b>TEACHING METHODS</b>			
1. Google Classroom e-learning platform. 2. Multimedia presentations, educational films, and case recordings. 3. Therapeutic aids (pictograms, boards, PECS cards). 4. Functional analysis sheets and case studies. 5. Sample lesson plans and student documentation. 6. Specialist literature and scientific articles.			
<b>ASSESSMENT CRITERIA</b>			
<b>e-Lecture</b>			
1. Written test with single-choice questions. 2. Google Classroom e-learning platform – access to materials, tests, forums, and communication with the instructor. 3. Multimedia presentations (PowerPoint, PDF) – structured lecture content, case illustrations. 4. Educational and documentary films – e.g., showing individuals with ASD, recordings of therapeutic sessions. 5. Specialist literature and scientific articles.			
<b>Exercises</b>			
1. Visual and therapeutic aids, e.g., PECS cards and boards, pictogram sets, materials for alternative communication (AAC). 2. Sensory toys and aids (for demonstration) – e.g., stress balls, squishies, weighted blankets (simulated). 3. Instructional videos, e.g., from social skills training (TUS) – method and structure analysis. 4. Diagnostic tools for demonstration (e.g., ADOS-2) – discussed for educational purposes. 5. Printed materials (boards, diagrams, checklists) – for individual and group work. 6. Voice recorder/audio for interpreting statements of children with ASD. 7. Final assignment – development and presentation of WOPF, IPET with evaluation based on case analysis of a child with ASD.			
<b>VERIFICATION OF LEARNING OUTCOMES</b>			

CODE		DESCRIPTION		EFFECT
		<b>Knowledge</b>		<b>e-Lecture</b>
<b>W1</b>	<b>W1.1</b>	1	written test closed questions	<b>K_W15</b>
<b>W2</b>	<b>W2.1</b>	1	written test closed questions	<b>K_W16</b>
		<b>Skills</b>		<b>e-Lecture</b>
<b>U1</b>	<b>U1.1</b>	1	written test closed questions	<b>K_U02</b>
<b>U2</b>	<b>U2.1</b>	1	written test closed questions	<b>K_U23</b>
		<b>Competences</b>		<b>e-Lecture</b>
<b>K1</b>	<b>K1.1</b>	1	written test closed questions	<b>K_K02</b>
<b>K2</b>	<b>K2.1</b>	1	written test closed questions	<b>K_K07</b>
		<b>Knowledge</b>		<b>Exercises</b>
<b>W1</b>	<b>W1.1</b>	1	term paper	<b>K_W15</b>
		2	class participation	
<b>W2</b>	<b>W2.1</b>	1	term paper	<b>K_W16</b>
		2	class participation	
		<b>Skills</b>		<b>Exercises</b>
<b>U1</b>	<b>U1.1</b>	1	term paper	<b>K_U02</b>
		2	class participation	
<b>U2</b>	<b>U2.1</b>	1	term paper	<b>K_U23</b>
		2	class participation	
		<b>Competences</b>		<b>Exercises</b>
<b>K1</b>	<b>K1.1</b>	1	term paper	<b>K_K02</b>
		2	class participation	
<b>K2</b>	<b>K2.1</b>	1	term paper	<b>K_K07</b>
		2	class participation	
<b>LITERATURE</b>				
<b>Required</b>				
1	Bobkowicz-Lewartowska L., <i>Autyzm dziecięcy: zagadnienia diagnozy i terapii</i> , Impuls, Kraków 2017.			
2	Emich-Widera E. (red.), Kazek B. (red.), Paprocka J. (red.), <i>Autyzm u dzieci: wiedza kliniczna</i> , PZWL, Warszawa 2022.			
3	Komender J., Jagielska G., Bryńska A., <i>Autyzm i zespół Aspergera</i> , PZWL, Warszawa 2010.			
<b>Supplementary</b>				
1	Frith U. (red.), <i>Autyzm: wyjaśnienie tajemnicy</i> , GWP, Sopot 2008.			
2	Karpińska I., <i>Jak pomóc dzieciom zrozumieć autyzm?</i> , [w:] "Życie Szkoły", nr 5, 2022, s. 28–29.			
3	Szczypczyk A., <i>Autyzm u dziecka – jak go rozpoznać?</i> , [w:] "Bliżej Przedszkola", nr 10, 2015, s. 20–21.			
4	Winczura B., <i>Autyzm: na granicy zrozumienia</i> , Impuls, Kraków 2009.			

# Summer semester

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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Methods and Techniques of Pedagogical Research		Course code K7
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	
Education module	Major-specific	Language of course	english
Semester	III	Form of credit	Graded credit
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project		Laboratory
15	30		30
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
Students participating in this module should have knowledge of basic pedagogy and educational theory. Students are ready to exchange views in group communication.			
COURSE OBJECTIVE			
Providing students with knowledge in the field of pedagogical research. Developing students' skills in using selected research techniques, independently constructing research tools, conducting research, designing research procedures depending on the stated research goals, and selecting appropriate methods and techniques.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Has advanced knowledge of the system of social and human sciences, their methodologies and interrelations, as well as the positioning of pedagogy within this system.		K_W02
	W1.1	The student knows quantitative, qualitative, and mixed-method empirical research.	
	W1.2	Knows types of pedagogical research: descriptive, diagnostic, explanatory, historical, comparative, experimental, and action research.	
Skills			
U1	Can develop basic diagnostic tools and conduct research processes based on them in relation to a selected type of practical activity at an advanced level.		K_U09
	U1.1	The student can formulate the subject and objectives of pedagogical research and its structure.	
	U1.2	Can formulate research problems and hypotheses, choose methods and tools, and appropriately select research groups.	

<b>U2</b>	Can design and carry out all phases of the research process – formulate problems, choose methods, draw and present conclusions – especially related to a selected area of practical activity at an advanced level.		<b>K_U10</b>	
	<b>U2.1</b>	The student can develop a pedagogical research project.		
<b>Competences</b>				
<b>K1</b>	Values professionalism, recognizes the ethical dimension of personal pedagogical actions, and is capable of reflecting on personal practice.		<b>K_K04</b>	
	<b>K1.1</b>	Acts in accordance with professional ethics, recognizes moral and ethical issues related to conducting scientific research.		
	<b>K1.2</b>	Demonstrates readiness to evaluate their own substantive knowledge and understands the need to expand it in areas related to the research project.		
<b>COURSE CONTENT</b>			<b>F-T S</b>	
<b>TOPIC</b>			<b>18</b>	
<b>e-Lecture</b>			<b>9</b>	
1	Methodological consequences of approaches to pedagogy. Pedagogy as a humanistic and social science, theoretical and practical. Empirical research in pedagogy: quantitative, qualitative, and mixed methods. Research triangulation		5	
2	Detailed types of pedagogical research: descriptive, diagnostic, explanatory, historical, comparative, experimental, action research. Research at the intersection of pedagogy and other sciences. Building and disseminating knowledge from pedagogical research		5	
3	Subject and goals of pedagogical research. Structure of pedagogical research. Research problems, hypotheses. Variables in pedagogical research – types and definitions. Indicators in pedagogical research – types		5	
<b>Exercises</b>			<b>9</b>	
1	Methods and tools of pedagogical research. Research procedure, sample selection		5	
2	Processing research results, generalizations, and conclusions		5	
3	Examples of published pedagogical projects. Importance of ethics in scientific research		5	
<b>TEACHING METHODS</b>				
<b>ASSESSMENT CRITERIA</b>				
<b>VERIFICATION OF LEARNING OUTCOMES</b>				
<b>CODE</b>	<b>DESCRIPTION</b>		<b>EFFECT</b>	
<b>Knowledge</b>		<b>e-Lecture</b>		
<b>W1</b>	<b>W1.1</b>	1	project	<b>K_W02</b>
		2	multimedia presentation	
	<b>W1.2</b>	1	project	
		2	multimedia presentation	
<b>Skills</b>		<b>e-Lecture</b>		
<b>U1</b>	<b>U1.1</b>	1	project	<b>K_U09</b>
		2	multimedia presentation	
	<b>U1.2</b>	1	project	
		2	multimedia presentation	
<b>U2</b>	<b>U2.1</b>	1	project	<b>K_U10</b>
		2	multimedia presentation	
<b>Competences</b>		<b>e-Lecture</b>		
<b>K1</b>	<b>K1.1</b>	1	project	<b>K_K04</b>
		2	multimedia presentation	
	<b>K1.2</b>	1	project	
		2	multimedia presentation	
<b>Knowledge</b>		<b>Exercises</b>		

<b>W1</b>	<b>W1.1</b>	1	project	<b>K_W02</b>
		2	multimedia presentation	
	<b>W1.2</b>	1	project	
		2	multimedia presentation	
		<b>Skills</b>	<b>Exercises</b>	
<b>U1</b>	<b>U1.1</b>	1	project	<b>K_U09</b>
		2	multimedia presentation	
	<b>U1.2</b>	1	project	
		2	multimedia presentation	
<b>U2</b>	<b>U2.1</b>	1	project	<b>K_U10</b>
		2	multimedia presentation	
		<b>Competences</b>	<b>Exercises</b>	
<b>K1</b>	<b>K1.1</b>	1	project	<b>K_K04</b>
		2	multimedia presentation	
	<b>K1.2</b>	1	project	
		2	multimedia presentation	
<b>LITERATURE</b>				
<b>Required</b>				
1	Kubinowski D., <i>Jakościowe badania pedagogiczne: filozofia – metodyka – ewaluacja</i> , UMCS, Lublin 2010.			
2	Nowak S., <i>Metodologia badań społecznych</i> , PWN, Warszawa 2019.			
3	Rubacha K., <i>Metodologia badań nad edukacją</i> , ŁOŚGRAF, Warszawa 2008.			
<b>Supplementary</b>				
1	Babbie E., <i>Badania społeczne w praktyce</i> , PWN, Warszawa 2024.			
2	Frankfort-Nachmias Ch., Nachmias D., <i>Metody badawcze w naukach społecznych</i> , Zysk i S-ka, Poznań 2001.			
3	Palka S., <i>Metodologia: badania – praktyka pedagogiczna</i> , GWP, Gdańsk 2006.			

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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Social Pedagogy		Course code <b>K8</b>
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	
Education module	Major-specific	Language of course	english
Semester	II	Form of credit	Exam
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project	Laboratory	
15	30	30	
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
The student has general knowledge about phenomena occurring in the surrounding reality.			
COURSE OBJECTIVE			
<p>The aim of the course is for students to be able to define and describe educational environments and identify problems occurring within them. Students also learn to recognize and explain the scope of educational influences of environments shaping the lives of individuals and social groups. Students can present the activities of a social pedagogue in various areas – education, care, social work, and socio-cultural animation. Students can identify which social and cultural institutions support the development of children, youth, and adults. Students are able to analyze phenomena affecting social life such as unemployment, homelessness, poverty, labor migration, or media dominance in leisure activities.</p>			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Knows and understands advanced terminology used in pedagogy, extended to the scope of the chosen specialization, and the ways it is applied within related academic disciplines.		K_W01
	W1.1	The student can present basic knowledge about types of social bonds and the rules governing them in educational environments, such as family or peer groups.	
W2	Knows various approaches to human functioning and understands their philosophical, humanistic, and social origins and contexts.		K_W04
	W2.1	The student describes various types of social structures and institutions of social life and defines the relationships between them in educational environments.	
W3	Has advanced knowledge of methods for constructing and managing one's career path.		K_W18
	W3.1	The student can list ways to construct and manage their own career development path.	
Skills			
U1	Can describe, based on personal observation, various manifestations of behavior in a selected area of social practice at an advanced level.		K_U01

	<b>U1.1</b>	The student observes and interprets social phenomena such as unemployment, violence, poverty, etc., in studied educational environments; analyzes their connections with various areas of pedagogical activity.	
<b>U2</b>		Can diagnose pedagogical problems in practical activities using advanced theoretical knowledge.	<b>K_U06</b>
	<b>U2.1</b>	The student has the ability to diagnose and forecast situations occurring in educational environments and to analyze practical strategies in relation to different contexts of pedagogical activity.	
<b>U3</b>		Has the ability to effectively use knowledge, procedures, and resources to perform professional tasks in an organization or institution relevant to the chosen specialization.	<b>K_U26</b>
	<b>U3.1</b>	The student uses basic theoretical approaches to analyze human behavior motives and patterns.	
<b>U4</b>		Can analyze and evaluate media content; can use such content in educational, upbringing, care, cultural, and/or support activities at an advanced level.	<b>K_U28</b>
	<b>U4.1</b>	The student can tailor media content to selected situations occurring in educational environments.	

### Competences

<b>K1</b>		Applies acquired knowledge in practical pedagogical activities at an advanced level and understands the social significance of pedagogical knowledge.	<b>K_K02</b>
	<b>K1.1</b>	The student appreciates the importance of pedagogical sciences for maintaining and developing proper bonds in social environments and applies acquired knowledge to design professional activities in social work.	
<b>K2</b>		Is responsible for oneself and others, as well as for personal pedagogical actions.	<b>K_K08</b>
	<b>K2.1</b>	The student behaves professionally in the field of social pedagogy, reflects on ethical issues, and adheres to professional ethics, e.g., in work as a social worker.	

<b>COURSE CONTENT</b>		<b>F-T S</b>	<b>P-T S</b>
<b>TOPIC</b>		<b>30</b>	<b>18</b>
<b>e-Lecture</b>		<b>15</b>	<b>9</b>
1	Basic issues and functions of social pedagogy. Origins and development of social pedagogy. Reasons for its emergence. Tasks, scope, and branches of social pedagogy. Key concepts and leading representatives.	3	2
2	Research strategies and utilitarian functions of research in social pedagogy. Achievements and current state of research in Poland.	2	2
3	Key human living environments, their functions, transformations, and threats. Organizations and associations. Globalization.	2	1
4	Functions of social organizations and associations in local environments and workplaces.	2	1
5	Diagnostics in social pedagogy and diagnosing institutions.	2	1
6	Selected areas of human activity. Culture. Leisure and recreation.	2	1
7	Sources of social threats. Issues of poverty, unemployment, and homelessness.	2	1
<b>Exercises</b>		<b>15</b>	<b>9</b>
1	Basic issues and functions of social pedagogy. Origins and development of social pedagogy.	3	2
2	Research strategies and utilitarian functions of research in social pedagogy. Achievements and current state of research in Poland.	2	2
3	Key human living environments, their functions, transformations, and threats. Organizations and associations. Globalization.	2	1
4	Functions of social organizations and associations in local environments and workplaces.	2	1
5	Diagnostics in social pedagogy and diagnosing institutions.	2	1

6	Selected areas of human activity. Culture. Leisure and recreation.		2	1
7	Sources of social threats. Issues of poverty, unemployment, and homelessness.		2	1
<b>TEACHING METHODS</b>				
<b>ASSESSMENT CRITERIA</b>				
<b>VERIFICATION OF LEARNING OUTCOMES</b>				
CODE		DESCRIPTION		EFFECT
		Knowledge	e-Lecture	
W1	W1.1	1	written test open questions	K_W01
		2	multimedia presentation	
		3	class participation	
W2	W2.1	1	written test open questions	K_W04
		2	class participation	
W3	W3.1	1	written test open questions	K_W18
		2	class participation	
		Skills	e-Lecture	
U1	U1.1	1	written test open questions	K_U01
		2	class participation	
U2	U2.1	1	written test open questions	K_U06
		2	class participation	
U3	U3.1	1	written test open questions	K_U26
		2	class participation	
U4	U4.1	1	written test open questions	K_U28
		2	class participation	
		Competences	e-Lecture	
K1	K1.1	1	written test open questions	K_K02
		2	class participation	
K2	K2.1	1	written test open questions	K_K08
		2	class participation	
		Knowledge	Exercises	
W1	W1.1	1	written test open questions	K_W01
		2	class participation	
W2	W2.1	1	written test open questions	K_W04
		2	class participation	
W3	W3.1	1	written test open questions	K_W18
		2	class participation	
		Skills	Exercises	
U1	U1.1	1	written test open questions	K_U01
		2	class participation	
U2	U2.1	1	written test open questions	K_U06
		2	class participation	
U3	U3.1	1	written test open questions	K_U26
		2	class participation	
U4	U4.1	1	written test open questions	K_U28
		2	class participation	
		Competences	Exercises	
K1	K1.1	1	written test open questions	K_K02
		2	class participation	
K2	K2.1	1	written test open questions	K_K08
		2	class participation	
<b>LITERATURE</b>				

**Required**

1	Lalak D., Pilch T., <i>Elementarne pojęcia pedagogiki społecznej i pracy socjalnej</i> , Żak, Warszawa 1999.
2	Marynowicz-Hetka E. i in. (red.), <i>Pedagogika społeczna jako dyscyplina akademicka: stan i perspektywy</i> , UŁ, Łódź 1998.
3	Marynowicz-Hetka E., <i>Pedagogika społeczna: podręcznik akademicki, t. 1</i> , PWN, Warszawa 2007.
4	Marynowicz-Hetka E., <i>Pedagogika społeczna: podręcznik akademicki, t. 2</i> , PWN, Warszawa 2007.
5	Pilch T., Lepalczyk I. (red.), <i>Pedagogika społeczna: człowiek w zmieniającym się świecie</i> , Żak, Warszawa 2006.
6	Przeclawska A. (red.), <i>Pedagogika społeczna: kręgi poszukiwań</i> , Żak, Warszawa 1996.
7	Radziewicz-Winnicki A., <i>Pedagogika społeczna</i> , Wydawnictwa Akademickie i Profesjonalne, Warszawa 2008.

**Supplementary**

1	Babińska-Górecka R., Lewandowicz-Machnikowska M., Nitecki W. (red.), <i>Meritum: pomoc społeczna</i> , Wolters Kluwer, Warszawa 2022.
2	Cichosz M., <i>Pedagogika społeczna w latach 1945–2005</i> , UMK, Toruń 2007.
3	Górniewska-Zwolak, E., Radziewicz-Winnicki A. (red.), <i>Pedagogika społeczna, t.1</i> , UŚ, Katowice 1999.
4	Górniewska-Zwolak, E., Radziewicz-Winnicki A. (red.), <i>Pedagogika społeczna, t. 2</i> , UŚ, Katowice 1999.
5	Kawula S. (red.), <i>Studia z pedagogiki społecznej</i> , UWM, Olsztyn 1996.
6	Kwieciński Z., Śliwerski B., <i>Pedagogika, t. 1</i> , PWN, Warszawa 2003.
7	Kwieciński Z., Śliwerski B., <i>Pedagogika, t. 2</i> , PWN, Warszawa 2003.
8	Orzechowska G., <i>Pedagogika społeczna i jej współczesne konteksty</i> , UMK, Toruń 2008.
9	Sander A., Szymański M. (red.), <i>Pedagogika społeczna – nowe wyzwania w Polsce i Niemczech</i> , UAM, Poznań 2015.
10	Winkler M., <i>Pedagogika społeczna</i> , PWN, Warszawa 2009.

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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Theoretical Foundations of Education		Course code K11
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	
Education module	Major-specific	Language of course	english
Semester	II	Form of credit	Exam
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project	Laboratory	
15	30	30	
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
Basic knowledge of humanities and awareness of study program choice. Ability to learn independently and enrich one's knowledge.			
COURSE OBJECTIVE			
Providing knowledge about values, goals, forms, methods, and techniques of educational influence. Introducing fields of education and basic educational environments.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Knows and understands advanced terminology used in pedagogy, extended to the scope of the chosen specialization, and the ways it is applied within related academic disciplines.		K_W01
	W1.1	Explains conceptual scopes of terms used in educational theory (family, peer group, educational environment, methods of upbringing, educational process, upbringing).	
W2	Has advanced knowledge of the formation and influence of major educational environments, including the problems occurring within them and their causes.		K_W10
	W2.1	Discusses the impact of educational environments on individual development.	
W3	Has advanced knowledge of pedagogical subdisciplines, their interrelations, and their specificity in connection with the chosen specialization.		K_W13
	W3.1	Identifies differences between classificatory approaches to pedagogical concepts.	
Skills			
U1	Can identify, describe, and interpret the motives and behaviors of organizers and animators of educational processes based on advanced theoretical knowledge.		K_U04
	U1.1	Designs the impact of educational environments on individual development.	
U2	Can argue personal positions and present personal views in relation to selected concepts and manifestations of pedagogical activities at an advanced level.		K_U14

	<b>U2.1</b>	Argues the importance of upbringing methods and norms and values in shaping the personality of the pupil.			
<b>U3</b>	Can recognize mechanisms of functioning of individuals and social groups; is aware of the human being's subjective role in various social structures at an advanced level.			<b>K_U24</b>	
	<b>U3.1</b>	Shows differences and similarities between pedagogical concepts.			
<b>Competences</b>					
<b>K1</b>	Applies acquired knowledge in practical pedagogical activities at an advanced level and understands the social significance of pedagogical knowledge.			<b>K_K02</b>	
	<b>K1.1</b>	Demonstrates engagement in acquiring knowledge from everyday educational practice.			
<b>COURSE CONTENT</b>				<b>F-T S</b>	
<b>TOPIC</b>				<b>18</b>	
<b>e-Lecture</b>				<b>9</b>	
1	Theory of education as a pedagogical discipline – concept, basic terminology, and research scope.			2	
2	Education in light of pedagogical and psychological concepts.			2	
3	Concept and characteristics of education. Education as a process of personality formation.			2	
4	Social context of education. Type of social system and educational system vs. fundamental principles of education.			2	
5	Models of value and moral norm transformations, social change trends, and sources of value threats in the modern world.			2	
6	Analysis of the educational process – its structure, ideal, basic goals and types, methods and means of education. Sources of goals.			2	
7	Basic educational environments – family, school, social organizations, etc.			2	
8	Techniques of educational influence.			1	
<b>Exercises</b>				<b>15</b>	
1	Concept and characteristics of education.			2	
2	Role of basic educational environments in the educational process.			2	
3	Characteristics of the educational process.			2	
4	Goals and methods of education.			3	
5	Operationalization of educational goals.			1	
6	Principles and forms of education.			2	
7	Educational situations. Psychosocial conditions for effective education.			3	
<b>TEACHING METHODS</b>					
Audiovisual resources.					
<b>ASSESSMENT CRITERIA</b>					
<b>e-Lecture</b>					
Knowledge test.					
<b>Exercises</b>					
Assessment based on student activity and completed project.					
<b>VERIFICATION OF LEARNING OUTCOMES</b>					
<b>CODE</b>		<b>DESCRIPTION</b>			<b>EFFECT</b>
		<b>Knowledge</b>	<b>e-Lecture</b>		
<b>W1</b>	<b>W1.1</b>	1	written exam open questions		<b>K_W01</b>
		2	class participation		
<b>W2</b>	<b>W2.1</b>	1	written exam open questions		<b>K_W10</b>
		2	class participation		
<b>W3</b>	<b>W3.1</b>	1	written exam open questions		<b>K_W13</b>
		2	class participation		

		Skills	e-Lecture	
U1	U1.1	1	written exam open questions	K_U04
		2	class participation	
U2	U2.1	1	written exam open questions	K_U14
		2	class participation	
U3	U3.1	1	written exam open questions	K_U24
		2	class participation	
		Competences	e-Lecture	
K1	K1.1	1	written exam open questions	K_K02
		2	class participation	
		Knowledge	Exercises	
W1	W1.1	1	multimedia presentation	K_W01
		2	class participation	
W2	W2.1	1	multimedia presentation	K_W10
		2	class participation	
W3	W3.1	1	multimedia presentation	K_W13
		2	class participation	
		Skills	Exercises	
U1	U1.1	1	multimedia presentation	K_U04
		2	class participation	
U2	U2.1	1	multimedia presentation	K_U14
		2	class participation	
U3	U3.1	1	multimedia presentation	K_U24
		2	class participation	
		Competences	Exercises	
K1	K1.1	1	multimedia presentation	K_K02
		2	class participation	
<b>LITERATURE</b>				
<b>Required</b>				
1	Hejnicka-Bezwińska T., <i>Pedagogika: podręcznik dla pierwszego stopnia kształcenia na poziomie wyższym</i> , Difin, Warszawa 2015.			
2	Łobocki M., <i>Teoria wychowania w zarysie</i> , Impuls, Kraków 2008.			
<b>Supplementary</b>				
1	Kwieciński Z., Śliwerski B. (red.), <i>Pedagogika: podręcznik akademicki</i> , t. 1, PWN, Warszawa 2005.			
2	Śliwerski B. (red.), <i>Pedagogika: podręcznik akademicki</i> , t. 2, PWN, Warszawa 2005.			
3	Suchodolski B. (red.), <i>Pedagogika: podręcznik dla kandydatów na nauczycieli</i> , PWN, Warszawa 1982.			

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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Early Support for Child Development		Course code K13
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	
Education module	Major-specific	Language of course	english
Semester	II	Form of credit	Graded credit
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project	Laboratory	
15	30	30	
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
The student: - has basic knowledge of psychophysical development of children aged 0 to 7, - knows basic concepts of special and developmental pedagogy, - understands the importance of family and educational environments in child development, - can work in a team and communicate with team members.			
COURSE OBJECTIVE			
The aim of the course is to provide students with knowledge and skills related to diagnosis, planning, and implementation of activities within early childhood development support (WWR), considering the needs of the child and their family. The course prepares students for cooperation in interdisciplinary WWR teams and for educational-therapeutic work with young children with developmental disorders.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Knows and understands advanced terminology used in pedagogy, extended to the scope of the chosen specialization, and the ways it is applied within related academic disciplines.		K_W01
	W1.1	The student knows the legal and organizational foundations of the Early Developmental Support (WWR) system in Poland.	
W2	Has advanced methodological knowledge in practical pedagogical activities, especially in relation to the chosen specialization.		K_W16
	W2.1	Knows the goals, methods, and forms of work in supporting child development.	
Skills			
U1	Can describe, based on personal observation, various manifestations of behavior in a selected area of social practice at an advanced level.		K_U01
	U1.1	Can recognize symptoms of developmental delays in early childhood.	
U2	Has the ability to initiate and organize pedagogical activities in a selected area of pedagogical practice.		K_U22
	U2.1	Can plan support activities for child development in various areas (cognitive, emotional, motor, social).	
Competences			

<b>K1</b>	Possesses advanced self-awareness regarding personal professionalism and individual capabilities and limitations; is ready to work on personal development, including during pedagogical practice.		<b>K_K01</b>
	<b>K1.1</b>	Is aware of professional responsibility for diagnostic and support actions. Understands the importance of continuous professional development in early intervention.	
<b>K2</b>	Is capable of cooperating and collaborating with others – both specialists and non-specialists – during individual and team work at an advanced level.		<b>K_K07</b>
	<b>K2.1</b>	Understands the importance of cooperation with the family of a child receiving WWR. Can collaborate with an interdisciplinary team and parents.	
<b>COURSE CONTENT</b>			<b>F-T S</b>
<b>TOPIC</b>			<b>18</b>
<b>e-Lecture</b>			<b>9</b>
1	Essence and goals of early childhood development support.		2
2	Legal framework and organization of the ECDS system in Poland.		2
3	Stages of child development from birth to age 7.		4
4	Risk factors and developmental disorders – identification and significance.		3
5	Role of the ECDS team and interdisciplinary cooperation.		2
6	Cooperation with the family – parental support and their role in therapy.		2
<b>Exercises</b>			<b>9</b>
1	Case analysis – identifying developmental needs.		3
2	Constructing an individual development support program.		3
3	Supporting development of children with intellectual disabilities, ASD, CP. Selected methods for working with children aged 0–7.		3
4	Communication with the child’s family and psycho-pedagogical support.		3
5	Individual development support program – based on case study analysis – team project.		3
<b>TEACHING METHODS</b>			
1. Google Classroom e-learning platform – access to materials, videos, tasks, and instructor contact. 2. Multimedia presentations – illustrating lecture content, including child development, WWR system, examples of therapeutic methods. 3. Educational and documentary films – showing child development, therapy sessions, methods of working with children and families. 4. Specialist literature, scientific articles, legal acts. 5. Observation sheets and child development analysis forms – used during simulations and case analysis. 6. Educational-therapeutic aids, e.g., AAC materials, developmental charts, child functioning assessment scales. 7. Diagnostic and screening tools (for demonstration). 8. Instructional videos – presenting selected WWR methods. 9. Multimedia board, flipchart, projector, worksheets – for group work and presentations. 10. Examples of WWR team documentation – analysis of formal aspects of work.			
<b>ASSESSMENT CRITERIA</b>			
<b>e-Lecture</b>			
1. Written test with closed questions. 2. Regular login and participation on the e-learning platform, e.g., in thematic forums/discussions.			
<b>Exercises</b>			
1. Activity and engagement in group and individual work (e.g., case analysis, simulations, collaboration in practical tasks). 2. Practical task – Individual Development Support Program (based on case study analysis). Group project (compliance with program assumptions, substantive and formal correctness, creativity, and ability to adapt to child’s needs and abilities). Short presentation (clarity and organization of content, application of knowledge from lectures, exercises, and literature).			
<b>VERIFICATION OF LEARNING OUTCOMES</b>			
<b>CODE</b>	<b>DESCRIPTION</b>		<b>EFFECT</b>
	<b>Knowledge</b>	<b>e-Lecture</b>	
<b>W1</b>	<b>W1.1</b>	1 written test closed questions	<b>K_W01</b>
<b>W2</b>	<b>W2.1</b>	1 written test closed questions	<b>K_W16</b>

		<b>Skills</b>		<b>e-Lecture</b>	
<b>U1</b>	<b>U1.1</b>	1	written test closed questions		<b>K_U01</b>
<b>U2</b>	<b>U2.1</b>	1	written test closed questions		<b>K_U22</b>
		<b>Competences</b>		<b>e-Lecture</b>	
<b>K1</b>	<b>K1.1</b>	1	written test closed questions		<b>K_K01</b>
<b>K2</b>	<b>K2.1</b>	1	written test closed questions		<b>K_K07</b>
		<b>Knowledge</b>		<b>Exercises</b>	
<b>W1</b>	<b>W1.1</b>	1	project		<b>K_W01</b>
		2	class participation		
<b>W2</b>	<b>W2.1</b>	1	project		<b>K_W16</b>
		2	class participation		
		<b>Skills</b>		<b>Exercises</b>	
<b>U1</b>	<b>U1.1</b>	1	project		<b>K_U01</b>
		2	class participation		
<b>U2</b>	<b>U2.1</b>	1	project		<b>K_U22</b>
		2	class participation		
		<b>Competences</b>		<b>Exercises</b>	
<b>K1</b>	<b>K1.1</b>	1	project		<b>K_K01</b>
		2	class participation		
<b>K2</b>	<b>K2.1</b>	1	project		<b>K_K07</b>
		2	class participation		
<b>LITERATURE</b>					
<b>Required</b>					
1	Cieszyńska J., Korendo M., <i>Wczesna interwencja terapeutyczna: stymulacja rozwoju dziecka: od noworodka do 6 roku życia</i> , Wydawnictwo Edukacyjne, Kraków 2007.				
2	Cytowska B. (red.), Winczura B. (red.), <i>Wczesna interwencja i wspomaganie rozwoju małego dziecka</i> , Impuls, Kraków 2006.				
3	Rozporządzenie Ministra Edukacji Narodowej z dnia 24 sierpnia 2017 r. w sprawie organizowania wczesnego wspomaganie rozwoju dzieci (Dz. U. 2017 poz. 1635)				
<b>Supplementary</b>					
1	Brejnak W. (red.), Zabłocki K. (red.), <i>Wczesna diagnoza i wspomaganie rozwoju dziecka z dysfunkcjami: praca zbiorowa</i> , Stowarzyszenie Dobra Wola, Warszawa 2009.				
2	Plutecka K. (red.), Czyż A. (red.), <i>Wczesne wspomaganie rozwoju dzieci: konteksty teoretyczne i praktyczne rozwiązania</i> , UJ, Kraków 2021.				
3	Wentrych A., <i>Wczesne wspomaganie rozwoju dziecka – na czym polega i dla kogo jest przeznaczone?</i> , [w:] "Bliżej Przedszkola", nr 12, 2024, s. 5–7.				

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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	History of Education		Course code <b>K14</b>
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	
Education module	Major-specific	Language of course	english
Semester	I	Form of credit	Graded credit
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project		Laboratory
15	30		30
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
Defining and understanding the meaning of the terms "education", "schooling", "teaching", "learning", "upbringing".			
COURSE OBJECTIVE			
Discussion of the goals, forms, methods, techniques, means, and principles of upbringing and teaching, as well as the development of education and science in a historical context. Discussion of the role of educator and pupil, teacher and student in the educational process throughout history. Description of ideals, concepts, and systems of education, teaching, learning, and upbringing in historical terms.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Has advanced knowledge of education, upbringing, and learning, along with their universal, humanistic, socio-cultural, ideological, biological, psychological, and medical contexts.		K_W03
	W1.1	The student has knowledge of the goals, forms, methods, techniques, tools, principles of upbringing and teaching, and the development of education and science in a historical context.	
W2	Has advanced knowledge of various concepts of education and upbringing, their origins, determinants, consequences, and the difficulties they generate.		K_W09
	W2.1	The student has knowledge of the role of educator and pupil, and teacher and student in the educational process in a historical context.	
W3	Has advanced knowledge of the traditions and contemporary transformations of pedagogical systems, especially those related to the chosen specialization.		K_W11
	W3.1	The student has knowledge of ideals, concepts, and systems of education, teaching, learning, and upbringing in a historical perspective.	
Skills			
U1	Can apply acquired theoretical knowledge to specific situations in pedagogical practice (care, upbringing, education, cultural, support) at an advanced level.		K_U03

	<b>U1.1</b>	The student has the ability to analyze and interpret the goals, forms, methods, techniques, tools, principles of upbringing and teaching, and the development of education and science in a historical context.	
<b>U2</b>		Can diagnose pedagogical problems in practical activities using advanced theoretical knowledge.	<b>K_U06</b>
	<b>U2.1</b>	The student has the ability to analyze and interpret the role of educator and pupil, and teacher and student in the educational process in a historical context.	
<b>U3</b>		Recognizes cause-and-effect relationships in practical pedagogical activity.	<b>K_U20</b>
	<b>U3.1</b>	The student has the ability to analyze and interpret ideals, concepts, and systems of education, teaching, learning, and upbringing in a historical perspective.	
<b>Competences</b>			
<b>K1</b>		Applies acquired knowledge in practical pedagogical activities at an advanced level and understands the social significance of pedagogical knowledge.	<b>K_K02</b>
	<b>K1.1</b>	The student has competence in applying theory in practice.	
<b>K2</b>		Acts responsibly and ethically at an advanced level.	<b>K_K05</b>
	<b>K2.1</b>	The student has competence related to ethical conduct and moral behavior.	
<b>K3</b>		Is responsible for oneself and others, as well as for personal pedagogical actions.	<b>K_K08</b>
	<b>K3.1</b>	The student has competence related to maturity and responsibility for themselves, for others, and for pedagogical activities and actions.	
<b>COURSE CONTENT</b>			<b>F-T S</b>
<b>TOPIC</b>			<b>18</b>
<b>e-Lecture</b>			<b>9</b>
1	History of education as a science		2
2	Education (teaching, schooling, upbringing) in antiquity – ancient Greece		2
3	Education (teaching, schooling, upbringing) in antiquity – ancient Rome		2
4	Education (teaching, schooling, upbringing) in the Middle Ages (globally, in Europe, and in Poland)		2
5	Education (teaching, schooling, upbringing) in the modern era – Renaissance (globally, in Europe, and in Poland)		2
6	Education (teaching, schooling, upbringing) in the modern era – Baroque (globally, in Europe, and in Poland)		1
7	Education (teaching, schooling, upbringing) in the modern era – Enlightenment (globally, in Europe, and in Poland)		1
8	Education (teaching, schooling, upbringing) in the modern era – Romanticism (globally, in Europe, and in Poland)		1
9	Education (teaching, schooling, upbringing) in the modern era – Positivism (globally, in Europe, and in Poland)		1
10	Education (teaching, schooling, upbringing) in the contemporary era – 20th century (globally, in Europe, and in Poland)		1
<b>Exercises</b>			<b>9</b>
1	Education in Ancient Greece		2
2	Education in Ancient Rome		2
3	Education in medieval Europe		2
4	Education in modern Europe		4
5	Education in the contemporary world		5
<b>TEACHING METHODS</b>			
Lecture-based instruction. Exercises: discussion, text analysis.			
<b>ASSESSMENT CRITERIA</b>			
<b>e-Lecture</b>			

Oral exam covering all material.				
<b>Exercises</b>				
Grading based on participation and written test covering all material.				
<b>VERIFICATION OF LEARNING OUTCOMES</b>				
CODE		DESCRIPTION		EFFECT
		Knowledge	e-Lecture	
W1	W1.1	1	oral exam	K_W03
		2	class participation	
W2	W2.1	1	oral exam	K_W09
		2	class participation	
W3	W3.1	1	oral exam	K_W11
		2	class participation	
		Skills	e-Lecture	
U1	U1.1	1	oral exam	K_U03
		2	class participation	
U2	U2.1	1	oral exam	K_U06
		2	class participation	
U3	U3.1	1	oral exam	K_U20
		2	class participation	
		Competences	e-Lecture	
K1	K1.1	1	oral exam	K_K02
		2	class participation	
K2	K2.1	1	oral exam	K_K05
		2	class participation	
K3	K3.1	1	oral exam	K_K08
		2	class participation	
		Knowledge	Exercises	
W1	W1.1	1	written test open questions	K_W03
		2	class participation	
W2	W2.1	1	written test open questions	K_W09
		2	class participation	
W3	W3.1	1	written test open questions	K_W11
		2	class participation	
		Skills	Exercises	
U1	U1.1	1	written test open questions	K_U03
		2	class participation	
U2	U2.1	1	written test open questions	K_U06
		2	class participation	
U3	U3.1	1	written test open questions	K_U20
		2	class participation	
		Competences	Exercises	
K1	K1.1	1	written test open questions	K_K02
		2	class participation	
K2	K2.1	1	written test open questions	K_K05
		2	class participation	
K3	K3.1	1	written test open questions	K_K08
		2	class participation	
<b>LITERATURE</b>				
<b>Required</b>				
1	Kot S., <i>Historia wychowania</i> , t. 1, PWN, Warszawa 1996.			

2	Kot S., <i>Historia wychowania</i> , t. 2, PWN, Warszawa 1996.
3	Litak S., <i>Historia wychowania</i> , WAM, Kraków 2005.
4	Możdżeń S. I., <i>Historia wychowania</i> , t. 1, WDD, Sandomierz 2006.
5	Możdżeń S. I., <i>Historia wychowania</i> , t. 2, WDD, Sandomierz 2006.
6	Możdżeń S. I., <i>Historia wychowania</i> , t. 3, WDD, Sandomierz 2006.
7	Orczyk A., <i>Zarys historii szkolnictwa i myśli pedagogicznej</i> , PWN, Warszawa 2008.
<b>Supplementary</b>	
1	Hejnicka-Bezwińska T., <i>Zarys historii wychowania (1944–1989)</i> , WSP, Kielce 1996.
2	Jaeger W., <i>Paideia: formowanie człowieka greckiego</i> , t. 1–2, PWN, Warszawa 2001.
3	Krasnodębski M., <i>Zarys dziejów historii wychowania: Paideia od Sokratesa do Zenona</i> , PWN, Warszawa 2011.
4	Morrou H. I., <i>Historia wychowania w starożytności</i> , PWN, Warszawa 2023.
5	Pawlak M., <i>Zarys dziejów oświaty</i> , UKW, Bydgoszcz 2007.
6	Wroczyński R., <i>Dzieje oświaty polskiej</i> , t. 1, PWN, Warszawa 1987.
7	Wroczyński R., <i>Dzieje oświaty polskiej</i> , t. 2, PWN, Warszawa 1987.

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## SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Fundamentals of Socioterapy		Course code PRzES3
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	First-cycle studies	Study profile	practical
Field of study	Pedagogy	Specialization	PRzES
Education module	Specialization	Language of course	english
Semester	III	Form of credit	Exam
HOURLY DIMENSION OF DIDACTIC CLASSES			
FULL-TIME STUDIES			
Lecture	Project	Laboratory	
15	30	30	
TOTAL HOURLY DIMENSION OF CLASSES			
Student's independent work		90	
<b>Total</b>		<b>150</b>	
<b>ECTS</b>		<b>6</b>	
PREREQUISITES			
A. Basic knowledge of general and special pedagogy			
B. Basic knowledge of developmental psychology of children and adolescents			
COURSE OBJECTIVE			
The aim of the course is to introduce students to basic terminology used in socioterapy. Familiarizing students with the essence of socioterapy as a process and therapeutic method, and developing students' skills in forming a sociotherapeutic group.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Has advanced knowledge of the formation and influence of major educational environments, including the problems occurring within them and their causes.		K_W10
	W1.1	Knows and understands the types, ways of creating, and functioning of social relationships.	
W2	Has advanced knowledge of designing and conducting diagnostic research in pedagogical practice, extended in relation to the chosen specialization and current needs.		K_W12
	W2.1	Has methodological knowledge in the field of practical pedagogical activity, especially in relation to the studied specialization.	
Skills			
U1	Can analyze, based on personal observation, various manifestations of behavior in a selected area of social practice at an advanced level.		K_U02
	U1.1	Can apply acquired theoretical knowledge to specific situations in pedagogical practice (care, upbringing, education, cultural, support).	
U2	Can initiate and maintain communicative interactions at an advanced level.		K_U12
	U2.1	Can choose methods and forms of action considering their adequacy to problems occurring in specific areas of pedagogical activity.	
Competences			

<b>K1</b>	Possesses advanced self-awareness regarding personal professionalism and individual capabilities and limitations; is ready to work on personal development, including during pedagogical practice.		<b>K_K01</b>
	<b>K1.1</b>	Applies acquired knowledge in practical pedagogical activity, understands the social significance of pedagogical knowledge.	
<b>K2</b>	Is responsible for oneself and others, as well as for personal pedagogical actions.		<b>K_K08</b>
	<b>K2.1</b>	Acts in a responsible and ethical manner.	
<b>COURSE CONTENT</b>			<b>F-T S</b>
<b>TOPIC</b>			<b>18</b>
<b>e-Lecture</b>			<b>9</b>
1	Introduction to sociotherapy		2
2	Principles of sociotherapeutic work with children and adolescents		1
3	Understanding psychotherapy. Correcting disturbed behaviors in children and adolescents		3
4	Understanding diagnosis. Helping factors in sociotherapy for children and adolescents		3
5	Psychodynamic developmental perspective of latency period		3
6	Psychodynamic developmental perspective of adolescence		3
<b>Exercises</b>			<b>9</b>
1	Diagnosis in the sociotherapeutic relationship. Group processes in sociotherapy for children and adolescents		4
2	Functioning in a sociotherapeutic group. Diagnosis of group processes and social functioning of group participants		4
3	Attitudes toward rules in a sociotherapeutic group. Challenges for the sociotherapist working with youth groups		7
<b>TEACHING METHODS</b>			
1. multimedia presentation; 2. brainstorming; 3. class activity;			
<b>ASSESSMENT CRITERIA</b>			
<b>e-Lecture</b>			
1. attendance; 2. active participation in discussion; 3. passing the exam covering all material;			
<b>Exercises</b>			
1. active participation in workshops; 2. attendance; 3. multimedia presentation;			
<b>VERIFICATION OF LEARNING OUTCOMES</b>			
<b>CODE</b>	<b>DESCRIPTION</b>		<b>EFFECT</b>
<b>Knowledge e-Lecture</b>			
<b>W1</b>	<b>W1.1</b>	1 written exam open questions	<b>K_W10</b>
		2 multimedia presentation	
		3 class participation	
<b>W2</b>	<b>W2.1</b>	1 written exam open questions	<b>K_W12</b>
		2 multimedia presentation	
		3 class participation	
<b>Skills e-Lecture</b>			
<b>U1</b>	<b>U1.1</b>	1 written exam open questions	<b>K_U02</b>
		2 multimedia presentation	
		3 class participation	
<b>U2</b>	<b>U2.1</b>	1 written exam open questions	<b>K_U12</b>
		2 multimedia presentation	
		3 class participation	
<b>Competences e-Lecture</b>			
<b>K1</b>	<b>K1.1</b>	1 written exam open questions	<b>K_K01</b>
		2 multimedia presentation	

		3	class participation		
K2	K2.1	1	written exam open questions	K_K08	
		2	multimedia presentation		
		3	class participation		
		<b>Knowledge</b>		<b>Exercises</b>	
W1	W1.1	1	multimedia presentation	K_W10	
		2	class participation		
W2	W2.1	1	multimedia presentation	K_W12	
		2	class participation		
		<b>Skills</b>		<b>Exercises</b>	
U1	U1.1	1	multimedia presentation	K_U02	
		2	class participation		
U2	U2.1	1	multimedia presentation	K_U12	
		2	class participation		
		<b>Competences</b>		<b>Exercises</b>	
K1	K1.1	1	multimedia presentation	K_K01	
		2	class participation		
K2	K2.1	1	multimedia presentation	K_K08	
		2	class participation		
<b>LITERATURE</b>					
<b>Required</b>					
1	Grudziewska E., <i>Socjoterapia w pracy z dziećmi i młodzieżą</i> , Difin, Warszawa 2021.				
2	Grudziewska E. (red.), <i>Socjoterapia w pracy z dziećmi i młodzieżą: Programy zajęć</i> , Difin, Warszawa 2015.				
3	Jankowiak B., <i>Socjoterapia jako forma pomocy psychologiczno-pedagogicznej: Teoria i praktyka</i> , UAM, Poznań 2015.				
4	Jankowiak B., Soroko E. (red.), <i>Socjoterapia młodzieży: Studium psychologiczno-pedagogiczne</i> , PWN, Warszawa 2021.				
5	Korona K. (red.), <i>Socjoterapia w resocjalizacji penitencjarnej</i> , UMCS, Lublin 2023.				
6	Lasota A., Franczyk J. (red.), <i>Socjoterapia dzieci i młodzieży: diagnoza i metody pracy</i> , ŻAK, Warszawa 2015.				
7	Sawicka K. (red.), <i>Socjoterapia</i> , CMPPP MEN, Warszawa 1999.				
8	Sikorski W., <i>Socjoterapia w praktyce psychopedagogicznej</i> , PWSZ, Nysa 2014.				
9	Szczepanik R., Jaros A., <i>Techniki socjoterapeutyczne w pracy z dzieckiem agresywnym</i> , UŁ, Łódź 2016.				
10	Wilk M., <i>Diagnoza w socjoterapii: ujęcie psychodynamiczne</i> , GWP, Gdańsk 2014.				
<b>Supplementary</b>					
1	Gould P., Oster G.D., <i>Rysunek w psychoterapii</i> , GWP, Gdańsk 1999.				
2	Mackenzie R. i wsp., <i>Podstawy terapii grupowej</i> , GWP, Gdańsk 2000.				