

Course catalogue for incoming Erasmus+ students

Preschool and early childhood education

2025/2026

Course title	Semester	ECTS	Lecture	Lab	Project
General Pedagogy	winter	6	15	30	30
History of Education	winter	6	15	30	30
Theory of Education	winter	6	15	30	30
Pedeutology	winter	6	15	30	30
Comparative Pedagogy	winter	6	15	30	30
Pedagogical Doctrines	winter	6	15	30	30
Ethical Aspects of the Teaching Profession	summer	6	15	30	30
Intercultural Pedagogy	summer	6	15	30	30
Preschool Pedagogy	summer	6	15	30	30
Early Childhood Education	summer	6	15	30	30
General Psychology	summer	6	15	30	30
Psychology of Learning and Education	summer	6	15	30	30

Winter semester

STATE UNIVERSITY OF APPLIED SCIENCES IN GŁOGÓW

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SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	General Pedagogy		Course code A1
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	Language of course	english
Semester	I	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	
Total		150	
ECTS		6	
PREREQUISITES			
Knowledge of social relations			
COURSE OBJECTIVE			
Stimulating reflection on the complexity of pedagogical issues at the theoretical level. Introducing key information about general pedagogy and dilemmas of contemporary general pedagogy. Presenting the foundations of educational theory. Developing skills to solve pedagogical problems.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION	EFFECT	
Knowledge			
W1	The foundations of the philosophy of education and pedagogical axiology, and the ability to relate them to the personal, integral development of a child or pupil.	PPiW_W-01	
W2	Cultural, anthropological, axiological, and sociological descriptions of contemporary society: functions of education in the life of societies and individuals, types and roles of ideologies in social life, social positioning, developmental barriers and opportunities for various social groups, and elements of the sociology of education.	A.1.W1.	
Skills			
U1	Observing pedagogical situations and events, analyzing them using pedagogical and psychological knowledge, and proposing solutions to problems.	PPiW_U-01	

U2	Using theoretical knowledge reflectively and critically; correctly constructing extended oral and written statements on various pedagogical issues.		A.1.U1.
Competences			
K1	Apply universal ethical principles and norms in professional practice, guided by respect for every human being.		PPiW_K-01
K2	Appreciate the importance of pedagogy for personal development and healthy relationships in social environments.		A.1.K1.
COURSE CONTENT			F-T S
TOPIC			P-T S
e-Lecture			30
e-Lecture			18
e-Lecture			15
e-Lecture			9
1	Basic information on general pedagogy (definitions, educational goals, tasks)		1 0,6
2	General pedagogy and other pedagogical subdisciplines		2 1,2
3	General pedagogy according to various authors, including T. Hejnicka-Bezwińska, J. Gnitecki, B. Śliwowski		3 1,8
4	Education as a fundamental tool of general pedagogy		3 1,8
5	General pedagogy and its key thematic areas (e.g. upbringing, socialization, institutionalization, education, development)		2 1,2
6	Contemporary pedagogical directions and ideologies		2 1,2
7	Methodological premises of pedagogy		1 0,6
8	Identity of pedagogy		1 0,6
Seminar			15
Seminar			9
1	Tasks of contemporary general pedagogy		2 1,2
2	General pedagogy and its key thematic areas (e.g. upbringing, socialization, institutionalization, education, development)		2 1,2
3	Implications of pedagogical trends in the upbringing process		2 1,2
4	Qualitative and quantitative research in pedagogy		2 1,2
5	Language of pedagogy and terminological definitions		2 1,2
6	Relations between theory and educational practice		2 1,2
7	The place of education in the context of civilizational changes		3 1,8
VERIFICATION OF LEARNING OUTCOMES			
CODE	DESCRIPTION		EFFECT
	Knowledge	e-Lecture	
W1	1.	oral exam	PPiW_W-01
	2.	project	
	3.	class participation	
W2	1.	oral exam	A.1.W1.
	2.	project	
	3.	class participation	
	Skills	e-Lecture	
U1	1.	oral exam	PPiW_U-01
	2.	project	
	3.	class participation	
U2	1.	oral exam	A.1.U1.
	2.	project	
	3.	class participation	
	Competences	e-Lecture	
K1	1.	oral exam	PPiW_K-01
	2.	project	
	3.	class participation	
K2	1.	oral exam	A.1.K1.

	2.	project	
	3.	class participation	
		Knowledge	Conversation Class
W1	1.	project	PPiW_W-01
	2.	class participation	
W2	1.	project	A.1.W1.
	2.	class participation	
		Skills	Conversation Class
U1	1.	project	PPiW_U-01
	2.	class participation	
U2	1.	project	A.1.U1.
	2.	class participation	
		Competences	Conversation Class
K1	1.	project	PPiW_K-01
	2.	class participation	
K2	1.	project	A.1.K1.
	2.	class participation	
LITERATURE			
Required			
1	Hejnicka-Bezwińska T., <i>Pedagogika ogólna: podstawy teorii wychowania</i> , PWN, Warszawa 2008.		
2	Śliwerski B., <i>Pedagogika: podręcznik akademicki, t. 2</i> , GWP, Gdańsk 2006.		
Supplementary			
1	Gnitecki J., <i>Zarys pedagogiki ogólnej: wprowadzenie do teorii wychowania</i> , WSNHiD, Poznań 1997.		
2	Milerski B., Śliwerski B., <i>Pedagogika</i> , PWN, Warszawa 2000.		
3	Śliwerski B., <i>Pedagogika: podręcznik akademicki, t. 1</i> , GWP, Gdańsk 2006.		

SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	History of Education		Course code A3
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	Language of course	english
Semester	I	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	
Total		150	
ECTS		6	
PREREQUISITES			
Knowledge of history according to PRK V			
COURSE OBJECTIVE			
Describing the historical development of education, schooling, and other educational institutions, with particular emphasis on ideals and goals of education, content, forms, methods, principles, and the role of teacher and student in the educational process; presenting and characterizing educational thought through the views of selected pedagogues, philosophers, and socio-political activists.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Classical and contemporary theories of human development, upbringing, learning, and teaching or education, their practical value, and the ability to critically evaluate and creatively apply them.		PPiW_W-02
W2	Processes of upbringing and education (selected theoretical approaches): ontological, axiological, and anthropological foundations of upbringing, the essence of upbringing, issues of upbringing as a dialogical encounter, education for responsible freedom and multicultural society, types of interpersonal relationships and the processes governing them, main educational environments, and foundations of intercultural dialogue.		A.1.W2.
Skills			
U1	Observing pedagogical situations and events, analyzing them using pedagogical and psychological knowledge, and proposing solutions to problems.		PPiW_U-01
U2	Using theoretical knowledge reflectively and critically; correctly constructing extended oral and written statements on various pedagogical issues.		A.1.U1.

U3	Interpreting teachers' activities in their contexts using pedagogical and psychological knowledge; characterizing the specificity of pedagogical action; presenting personal ideas, doubts, and suggestions supported by extensive theoretical argumentation.		A.1.U2.	
Competences				
K1	Apply universal ethical principles and norms in professional practice, guided by respect for every human being.		PPiW_K-01	
K2	Appreciate the importance of pedagogy for personal development and healthy relationships in social environments.		A.1.K1.	
COURSE CONTENT			F-T S	P-T S
TOPIC			30	18
e-Lecture			15	9
1	Introduction: history of education and pedagogical thought as a scientific discipline. Its specificity, tasks, goals		1	1
2	Upbringing in ancient Greece and Rome. Education in the Middle Ages. Emergence of universities		4	2
3	New trends in education during the Renaissance, Baroque, and Enlightenment		4	2
4	Education in medieval and modern Poland, the Commission of National Education, Polish schooling under partitions		4	2
5	Development of education in the 19th and 20th centuries		2	2
Exercises			15	9
1	Upbringing in ancient Greece and Rome. Education in the Middle Ages. Emergence of universities. Extended content		3	2
2	New trends in education during the Renaissance, Baroque, and Enlightenment. Extended content		4	2
3	Education in medieval and modern Poland, the Commission of National Education, Polish schooling under partitions. Extended content		4	2
4	Development of education in the 19th and 20th centuries. Extended content		4	3
VERIFICATION OF LEARNING OUTCOMES				
CODE		DESCRIPTION		EFFECT
		Knowledge	e-Lecture	
W1	1.	oral exam		PPiW_W-02
	2.	class participation		
W2	1.	oral exam		A.1.W2.
	2.	class participation		
		Skills	e-Lecture	
U1	1.	oral exam		PPiW_U-01
	2.	class participation		
U2	1.	oral exam		A.1.U1.
	2.	class participation		
U3	1.	oral exam		A.1.U2.
	2.	class participation		
		Competences	e-Lecture	
K1	1.	oral exam		PPiW_K-01
	2.	class participation		
K2	1.	oral exam		A.1.K1.
	2.	class participation		
		Knowledge	Exercises	
W1	1.	project		PPiW_W-02
	2.	class participation		

W2	1.	project	A.1.W2.
	2.	class participation	
		Skills	Exercises
U1	1.	project	PPiW_U-01
	2.	class participation	
U2	1.	project	A.1.U1.
	2.	class participation	
U3	1.	project	A.1.U2.
	2.	class participation	
		Competences	Exercises
K1	1.	project	PPiW_K-01
	2.	class participation	
K2	1.	project	A.1.K1.
	2.	class participation	
LITERATURE			
Required			
1	Kot S., <i>Historia wychowania: od starożytnej Grecji do połowy wieku XVIII</i> , t. I, Żak, Warszawa 2010.		
2	Kot S., <i>Historia wychowania: wychowanie nowoczesne. Od połowy wieku XVIII do współczesnej doby</i> , t. II, Żak, Warszawa 1996.		
3	Możdżeń S., <i>Historia wychowania 1795–1918</i> , t. II, WDiD, Sandomierz 2006.		
4	Możdżeń S., <i>Historia wychowania 1918–1945</i> , t. III, WDiD, Sandomierz 2006.		
5	Możdżeń S., <i>Historia wychowania do 1795</i> , t. I, WDiD, Sandomierz 2006.		
Supplementary			
1	Jaeger W., <i>Paideia: formowanie człowieka greckiego</i> , Aletheia, Warszawa 2001.		
2	Krasnodębski M., <i>Zarys dziejów ateńskiej historii wychowania</i> , Difin, Warszawa 2011.		

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SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Theory of Education		Course code A4
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	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	
Total		150	
ECTS		6	
PREREQUISITES			
Basic knowledge of humanities and awareness of study program choice. Interpersonal communication skills and ability to learn independently. Creative and open attitude of the course participant, willingness to enrich personal knowledge.			
COURSE OBJECTIVE			
Providing knowledge about values, goals, forms, methods, and techniques of educational influence. Introduction to fields of education and basic educational environments.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	The foundations of the philosophy of education and pedagogical axiology, and the ability to relate them to the personal, integral development of a child or pupil.		PPiW_W-01
W2	Classical and contemporary theories of human development, upbringing, learning, and teaching or education, their practical value, and the ability to critically evaluate and creatively apply them.		PPiW_W-02
W3	The role of the teacher or educator in shaping the attitudes and behaviors of children or pupils.		PPiW_W-16
W4	Processes of upbringing and education (selected theoretical approaches): ontological, axiological, and anthropological foundations of upbringing, the essence of upbringing, issues of upbringing as a dialogical encounter, education for responsible freedom and multicultural society, types of interpersonal relationships and the processes governing them, main educational environments, and foundations of intercultural dialogue.		A.1.W2.
Skills			

U1	Observing pedagogical situations and events, analyzing them using pedagogical and psychological knowledge, and proposing solutions to problems.	PPiW_U-01	
U2	Using theoretical knowledge reflectively and critically; correctly constructing extended oral and written statements on various pedagogical issues.	A.1.U1.	
U3	Interpreting teachers' activities in their contexts using pedagogical and psychological knowledge; characterizing the specificity of pedagogical action; presenting personal ideas, doubts, and suggestions supported by extensive theoretical argumentation.	A.1.U2.	
Competences			
K1	Apply universal ethical principles and norms in professional practice, guided by respect for every human being.	PPiW_K-01	
K2	Appreciate the importance of pedagogy for personal development and healthy relationships in social environments.	A.1.K1.	
COURSE CONTENT		F-T S	P-T S
TOPIC		30	18
e-Lecture		15	9
1	Theory of education as a pedagogical discipline – concept, basic terminology, and research scope	2	1
2	Education in light of pedagogical and psychological concepts	2	1
3	Concept and characteristics of education. Education as a process of personality formation	1	1
4	Social context of education. Type of social system and educational system vs. fundamental principles of education	1	1
5	Models of value and moral norm transformations, social change trends, and sources of value threats in the modern world	1	1
6	Analysis of the educational process – its structure, ideal, basic goals and types, methods and means of education. Techniques of educational influence	3	1
7	Sources of goals and values in the educational process. Understanding and classification of values. Conditions for effective value education in school	1	1
8	Basic educational environments – family, school, social organizations, etc.	2	1
9	Main dimensions of the school's educational program. Cooperation between teachers and parents in the educational process	2	1
Seminar		15	9
1	Theory of education as a pedagogical discipline – concept, basic terminology, and research scope. Extended content	2	1
2	Education in light of pedagogical and psychological concepts. Extended content	2	1
3	Concept and characteristics of education. Education as a process of personality formation. Extended content	1	1
4	Social context of education. Type of social system and educational system vs. fundamental principles of education. Extended content	1	1
5	Models of value and moral norm transformations, social change trends, and sources of value threats in the modern world. Extended content	1	1
6	Analysis of the educational process – its structure, ideal, basic goals and types, methods and means of education. Techniques of educational influence. Extended content	3	1
7	Sources of goals and values in the educational process. Understanding and classification of values. Conditions for effective value education in school. Extended content	1	1
8	Basic educational environments – family, school, social organizations, etc. Extended content	2	1

9	Main dimensions of the school's educational program. Cooperation between teachers and parents in the educational process. Extended content		2	1
VERIFICATION OF LEARNING OUTCOMES				
CODE	DESCRIPTION			EFFECT
		Knowledge	e-Lecture	
W1	1.	oral exam		PPiW_W-01
	2.	class participation		
W2	1.	oral exam		PPiW_W-02
	2.	class participation		
W3	1.	oral exam		PPiW_W-16
	2.	class participation		
W4	1.	oral exam		A.1.W2.
	2.	class participation		
		Skills	e-Lecture	
U1	1.	oral exam		PPiW_U-01
	2.	class participation		
U2	1.	oral exam		A.1.U1.
	2.	class participation		
U3	1.	oral exam		A.1.U2.
	2.	class participation		
		Competences	e-Lecture	
K1	1.	oral exam		PPiW_K-01
	2.	class participation		
K2	1.	oral exam		A.1.K1.
	2.	class participation		
		Knowledge	Conversation Class	
W1	1.	project		PPiW_W-01
	2.	class participation		
	3.	practical test		
W2	1.	project		PPiW_W-02
	2.	class participation		
	3.	practical test		
W3	1.	project		PPiW_W-16
	2.	class participation		
	3.	practical test		
W4	1.	project		A.1.W2.
	2.	class participation		
	3.	practical test		
		Skills	Conversation Class	
U1	1.	project		PPiW_U-01
	2.	class participation		
	3.	practical test		
U2	1.	project		A.1.U1.
	2.	class participation		
	3.	practical test		
U3	1.	project		A.1.U2.
	2.	class participation		
	3.	practical test		
		Competences	Conversation Class	
K1	1.	project		PPiW_K-01

	2.	class participation	
	3.	practical test	
K2	1.	project	A.1.K1.
	2.	class participation	
	3.	practical test	

LITERATURE

Required

1	Łobocki M., <i>Teoria wychowania w zarysie</i> , Impuls, Kraków 2008.
2	Śliwerski B. (red.), <i>Pedagogika: podstawy nauk o wychowaniu</i> , GWP, Gdańsk 2006.

Supplementary

1	Łobocki M., <i>W trosce o wychowanie w szkole</i> , Impuls, Kraków 2009.
2	Śliwerski B., <i>Teoretyczne i empiryczne podstawy samowychowania</i> , Impuls, Kraków 2010.
3	Śliwerski B., <i>Współczesne teorie i nurty wychowania</i> , Impuls, Kraków 2015.
4	Tchorzewski A., <i>Wstęp do teorii wychowania</i> , AIK, Kraków 2018.

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SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Pedeutology		Course code A5
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	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	
Total		150	
ECTS		6	
PREREQUISITES			
Basic knowledge of pedagogy.			
COURSE OBJECTIVE			
Introducing students to the socio-cultural context of the teacher's role; various aspects of professional functioning; main concepts of teacher education. Improving the ability to use acquired knowledge to analyze teacher education and self-education processes.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	The role of the teacher or educator in shaping the attitudes and behaviors of children or pupils.		PPiW_W-16
W2	The role of the teacher and concepts of teaching: professional ethics of the teacher, the importance of personal attitudes, assumptions, and intentions in pedagogical action, conditions for success in teaching, skills in self-analysis of life and professional situations, the issue of novice teachers in school reality, principles of designing one's professional development path, and conditions for success in teaching.		A.1.W3.
Skills			
U1	Observing pedagogical situations and events, analyzing them using pedagogical and psychological knowledge, and proposing solutions to problems.		PPiW_U-01
U2	Analyzing one's practical experiences as a teacher or educator.		A.1.U3.
U3	Recognizing one's own teaching ineffectiveness and analyzing its causes.		A.1.U5.
U4	Designing pathways to professional effectiveness and characterizing its determinants.		A.1.U6.
Competences			

K1	Apply universal ethical principles and norms in professional practice, guided by respect for every human being.		PPiW_K-01
K2	Work in a team, take on various roles, and collaborate with teachers, educators, specialists, parents or guardians, and other members of the preschool, school, and local community.		PPiW_K-04
K3	Acquire knowledge in pedagogy and build the professional toolkit of a teacher working with preschool children and pupils in early primary school.		A.1.K2.
COURSE CONTENT			
TOPIC			F-T S
e-Lecture			P-T S
30			18
15			9
1	Pedagogy as a subdiscipline of pedagogy. Historical overview		2, 1,2
2	Concepts of teacher education		1, 0,6
3	Professional competencies of the teacher		1, 0,6
4	Teacher burnout		1, 0,6
5	Teacher in the workplace. Their functions, tasks, and roles		2, 1,2
6	Teacher as a tutor		2, 1,2
7	Teacher development, promotion, and professional success		2, 1,2
8	Issues of teacher training, professional development, and self-education		2, 1,2
9	Professional identity of teachers		2, 1,2
Seminar			15
9			
1	Teacher in the workplace. Their functions, tasks, and roles		2, 1,2
2	Teacher as a tutor		2, 1,2
3	Teacher development, promotion, and professional success		2, 1,2
4	Issues of teacher training, professional development, and self-education		2, 1,2
5	Professional identity of teachers		2, 1,2
6	Professional competencies of the teacher		2, 1,2
7	Professional start and first meeting between teacher and group/class		1, 0,6
8	Teacher burnout		2, 1,2
VERIFICATION OF LEARNING OUTCOMES			
CODE	DESCRIPTION		EFFECT
Knowledge e-Lecture			
W1	1.	oral exam	PPiW_W-16
W2	1.	oral exam	A.1.W3.
	2.	term paper	
Skills e-Lecture			
U1	1.	term paper	PPiW_U-01
	2.	class participation	
U2	1.	term paper	A.1.U3.
	2.	class participation	
U3	1.	term paper	A.1.U5.
	2.	class participation	
U4	1.	term paper	A.1.U6.
	2.	class participation	
Competences e-Lecture			
K1	1.	term paper	PPiW_K-01
	2.	class participation	
K2	1.	term paper	PPiW_K-04
	2.	class participation	
K3	1.	term paper	A.1.K2.
	2.	class participation	

		Knowledge	Conversation Class
W1	1.	term paper	A.1.W3.
	2.	class participation	
W2	1.	class participation	PPiW_W-16
		Skills	Conversation Class
U1	1.	term paper	A.1.U3.
	2.	class participation	
U2	1.	term paper	A.1.U5.
	2.	class participation	
U3	1.	term paper	A.1.U6.
	2.	class participation	
U4	1.	term paper	PPiW_U-01
	2.	class participation	
		Competences	Conversation Class
K1	1.	class participation	PPiW_K-01
K2	1.	term paper	PPiW_K-04
	2.	class participation	
K3	1.	term paper	A.1.K2.
	2.	class participation	
LITERATURE			
Required			
1	Hreciński P., <i>Wypalenie zawodowe nauczycieli: przyczyny, skutki, profilaktyka</i> , Difin, Warszawa 2016.		
2	Kwiatkowska H., Hejnicka-Bezwińska T., <i>Pedeutologia: podręcznik akademicki</i> , PWN, Warszawa 2008.		
3	Soroka-Fedorczuk A., <i>Doświadczenia zawodowe w narracjach nauczycielek wczesnej edukacji: studium socjopedagogiczne</i> , t. I, UZ, Zielona Góra 2015.		
4	Szempruch J., <i>Pedeutologia: studium teoretyczno-pragmatyczne</i> , Impuls, Kraków 2013.		
5	Wróblewska A., <i>Uczyć w relacji. Tutoring w edukacji wczesnoszkolnej</i> , [w:] "Życie Szkoły", nr 2, 2019.		
6	Żegnałek K., <i>Kompetencje współczesnego nauczyciela</i> , Difin, Warszawa 2008.		
Supplementary			
1	Kotusiewicz A., <i>Etos nauczyciela w jednoczącej się Europie</i> , WSE, Białystok 2004.		
2	Kotusiewicz A., Koć-Seniuch G. (red.), <i>Nauczyciel akademicki: w refleksji nad własną praktyką edukacyjną</i> , WSE, Warszawa 2008.		

SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Comparative Pedagogy		Course code A10
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	Language of course	english
Semester	VIII	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	
Total		150	
ECTS		6	
PREREQUISITES			
Basics of pedagogy, knowledge of key pedagogical trends and systems, reflectiveness, cognitive curiosity.			
COURSE OBJECTIVE			
Introduction to the basics of comparative pedagogy. Developing the ability to conduct comparative analysis of selected pedagogical issues and education systems in chosen countries at various levels of education.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	The foundations of the philosophy of education and pedagogical axiology, and the ability to relate them to the personal, integral development of a child or pupil.		PPiW_W-01
W2	Contemporary interdisciplinary research on childhood (Childhood Studies) concerning the issue of child well-being.		PPiW_W-03
W3	The structure and functions of the education system and alternative forms of education: foundations, goals, organization, and functioning of educational, upbringing, and care institutions.		PPiW_W-05
W4	Cultural, anthropological, axiological, and sociological descriptions of contemporary society: functions of education in the life of societies and individuals, types and roles of ideologies in social life, social positioning, developmental barriers and opportunities for various social groups, and elements of the sociology of education.		A.1.W1.

W5	Processes of upbringing and education (selected theoretical approaches): ontological, axiological, and anthropological foundations of upbringing, the essence of upbringing, issues of upbringing as a dialogical encounter, education for responsible freedom and multicultural society, types of interpersonal relationships and the processes governing them, main educational environments, and foundations of intercultural dialogue.		A.1.W2.	
Skills				
U1	Effectively working in culturally diverse environments and with children with migration experience, including those for whom Polish is a second language, using intercultural and glottodidactic competencies.		PPiW_U-12	
U2	Using theoretical knowledge reflectively and critically; correctly constructing extended oral and written statements on various pedagogical issues.		A.1.U1.	
U3	Interpreting teachers' activities in their contexts using pedagogical and psychological knowledge; characterizing the specificity of pedagogical action; presenting personal ideas, doubts, and suggestions supported by extensive theoretical argumentation.		A.1.U2.	
Competences				
K1	Communicate with individuals from diverse backgrounds and emotional conditions, resolve conflicts through dialogue, and create a positive atmosphere for communication in preschool groups, school classes, and beyond.		PPiW_K-05	
K2	Appreciate the importance of pedagogy for personal development and healthy relationships in social environments.		A.1.K1.	
COURSE CONTENT			F-T S	P-T S
TOPIC			30	18
e-Lecture			15	9
1	Definitions and goals of comparative pedagogy. Significance and place in the system of sciences		5	3
2	Contemporary transformations of educational systems globally and their development trends		5	3
3	Educational policy and international cooperation in education and upbringing		5	3
Exercises			15	9
1	Basic educational problems worldwide based on comparative research. Diversity in development levels of educational systems and their sources		5	3
2	Comparative analysis of educational systems in selected countries – presentations		10	6
VERIFICATION OF LEARNING OUTCOMES				
CODE	DESCRIPTION			EFFECT
	Knowledge	e-Lecture		
W1	1.	oral exam		PPiW_W-01
	2.	oral test		
	3.	class participation		
W2	1.	oral exam		PPiW_W-03
	2.	oral test		
	3.	class participation		
W3	1.	oral exam		PPiW_W-05
	2.	oral test		
	3.	class participation		
W4	1.	oral exam		A.1.W1.
	2.	oral test		
	3.	class participation		
W5	1.	oral exam		A.1.W2.
	2.	oral test		

	3.	class participation	
		Skills	e-Lecture
U1	1.	oral exam	PPiW_U-12
	2.	oral test	
	3.	class participation	
U2	1.	oral exam	A.1.U1.
	2.	oral test	
U3	1.	oral exam	A.1.U2.
	2.	oral test	
	3.	class participation	
		Competences	e-Lecture
K1	1.	oral exam	PPiW_K-05
	2.	oral test	
	3.	class participation	
K2	1.	oral exam	A.1.K1.
	2.	oral test	
	3.	class participation	
		Knowledge	Exercises
W1	1.	oral test	PPiW_W-01
	2.	class participation	
W2	1.	oral test	PPiW_W-03
	2.	class participation	
W3	1.	oral test	PPiW_W-05
	2.	class participation	
W4	1.	oral test	A.1.W1.
	2.	class participation	
W5	1.	oral test	A.1.W2.
	2.	class participation	
		Skills	Exercises
U1	1.	oral test	PPiW_U-12
	2.	class participation	
U2	1.	oral test	A.1.U1.
	2.	class participation	
U3	1.	oral test	A.1.U2.
	2.	class participation	
		Competences	Exercises
K1	1.	oral test	PPiW_K-05
	2.	class participation	
K2	1.	oral test	A.1.K1.
	2.	class participation	
LITERATURE			
Required			
1	Kępski C., <i>Pedagogika porównawcza: podręcznik akademicki</i> , Difin, Warszawa 2016.		
2	Nowakowska-Siuta R., <i>Pedagogika porównawcza</i> , Impuls, Kraków 2014.		
3	Pachociński R., <i>Pedagogika porównawcza: podręcznik akademicki</i> , Żak, Warszawa 2007.		
4	Prucha J., <i>Pedagogika porównawcza: podręcznik akademicki</i> , PWN, Warszawa 2004.		
Supplementary			
1	Małachowski R., <i>Pedagogika w Europie i na świecie: bibliografia pedagogiczna 1989–1998</i> , Bel Studio, Warszawa–Zielona Góra 2004.		

2	Prucha J., Śliwerski B., <i>Pedagogika porównawcza: podstawy międzynarodowych badań oświatowych</i> , PWN, Warszawa 2004.
3	Śliwerski B., <i>Problemy współczesnej edukacji: dekonstrukcja polityki oświatowej III RP</i> , WAIP, Warszawa 2009.
4	Świętochowska U., <i>Systemy edukacyjne cywilizacji XX i XXI wieku</i> , Adam Marszałek, Toruń 2001.

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SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Pedagogical Doctrines		Course code A11
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	Language of course	english
Semester	IX	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	
Total		150	
ECTS		6	
PREREQUISITES			
Basic knowledge of philosophy and ethics, as well as history of education and pedagogical thought.			
COURSE OBJECTIVE			
Raising student awareness of the (not only historical) connection between educational doctrine and various worldviews and ideologies, including those harmful to education and posing challenges. Teaching a critical approach toward them.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	The foundations of the philosophy of education and pedagogical axiology, and the ability to relate them to the personal, integral development of a child or pupil.		PPiW_W-01
W2	Classical and contemporary theories of human development, upbringing, learning, and teaching or education, their practical value, and the ability to critically evaluate and creatively apply them.		PPiW_W-02
W3	Cultural, anthropological, axiological, and sociological descriptions of contemporary society: functions of education in the life of societies and individuals, types and roles of ideologies in social life, social positioning, developmental barriers and opportunities for various social groups, and elements of the sociology of education.		A.1.W1.
Skills			
U1	Observing pedagogical situations and events, analyzing them using pedagogical and psychological knowledge, and proposing solutions to problems.		PPiW_U-01
U2	Using theoretical knowledge reflectively and critically; correctly constructing extended oral and written statements on various pedagogical issues.		A.1.U1.

U3	Interpreting teachers' activities in their contexts using pedagogical and psychological knowledge; characterizing the specificity of pedagogical action; presenting personal ideas, doubts, and suggestions supported by extensive theoretical argumentation.		A.1.U2.	
Competences				
K1	Apply universal ethical principles and norms in professional practice, guided by respect for every human being.		PPiW_K-01	
K2	Appreciate the importance of pedagogy for personal development and healthy relationships in social environments.		A.1.K1.	
COURSE CONTENT			F-T S	P-T S
TOPIC			15	9
Exercises			15	9
1	Introduction: philosophical disciplines and worldview and ideology		1	0,6
2	Collective doctrines: socialism, fascism, Nazism		4	2,4
3	Individual doctrines: liberalism, anarchism		4	2,4
4	Pedagogy and personalism		3	1,8
5	Effects and consequences of ideologization of pedagogical doctrines		3	1,8
VERIFICATION OF LEARNING OUTCOMES				
CODE	DESCRIPTION			EFFECT
	Knowledge		Exercises	
W1	1.	oral test	PPiW_W-01	
	2.	project		
	3.	multimedia presentation		
	4.	class participation		
W2	1.	oral test	PPiW_W-02	
	2.	project		
	3.	multimedia presentation		
	4.	class participation		
W3	1.	oral test	A.1.W1.	
	2.	project		
	3.	multimedia presentation		
	4.	class participation		
	Skills		Exercises	
U1	1.	oral test	PPiW_U-01	
	2.	project		
	3.	multimedia presentation		
	4.	class participation		
U2	1.	oral test	A.1.U1.	
	2.	multimedia presentation		
	3.	class participation		
U3	1.	oral test	A.1.U2.	
	2.	multimedia presentation		
	3.	class participation		
	Competences		Exercises	
K1	1.	oral test	PPiW_K-01	
	2.	multimedia presentation		
	3.	class participation		
K2	1.	oral test	A.1.K1.	
	2.	multimedia presentation		
	3.	class participation		

LITERATURE**Required**

- | | |
|---|--|
| 1 | Gutek G. L., <i>Filozoficzne i ideologiczne podstawy edukacji</i> , GWP, Gdańsk 2003. |
| 2 | Sowa J. (red.), <i>Wychowanie, profilaktyka, resocjalizacja: w poszukiwaniu doskonalszych systemów w skali makro i mikro</i> , cz. 1: <i>Wychowanie i opieka</i> , PWSZ, Rzeszów 2003. |

Supplementary

- | | |
|---|---|
| 1 | "Paideia" [rocznik], od 2019–. |
| 2 | Dudzikowa M. (red.), <i>Colloquia communia: filozofia pedagogice, pedagogika filozofii</i> , UMK, Toruń 2003. |
| 3 | Kiereś B., <i>Człowiek i wychowanie</i> , KUL, Lublin 2017. |

Summer semester

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SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Ethical Aspects of the Teaching Profession		Course code A12
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	Language of course	english
Semester	X	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	
Total		150	
ECTS		6	
PREREQUISITES			
Basic knowledge of philosophy and ethics.			
COURSE OBJECTIVE			
Introducing students to the professional ethics of teachers and educators, with emphasis on the subjectivity and dignity of the child, the personal dimension of professional relationships, and the professional ethos.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	The foundations of the philosophy of education and pedagogical axiology, and the ability to relate them to the personal, integral development of a child or pupil.		PPiW_W-01
W2	Processes of upbringing and education (selected theoretical approaches): ontological, axiological, and anthropological foundations of upbringing, the essence of upbringing, issues of upbringing as a dialogical encounter, education for responsible freedom and multicultural society, types of interpersonal relationships and the processes governing them, main educational environments, and foundations of intercultural dialogue.		A.1.W2.

W3	The role of the teacher and concepts of teaching: professional ethics of the teacher, the importance of personal attitudes, assumptions, and intentions in pedagogical action, conditions for success in teaching, skills in self-analysis of life and professional situations, the issue of novice teachers in school reality, principles of designing one's professional development path, and conditions for success in teaching.		A.1.W3.
Skills			
U1	Effectively working in culturally diverse environments and with children with migration experience, including those for whom Polish is a second language, using intercultural and glottodidactic competencies.		PPiW_U-12
U2	Formulating ethical evaluations related to the teaching profession.		A.1.U4.
Competences			
K1	Apply universal ethical principles and norms in professional practice, guided by respect for every human being.		PPiW_K-01
K2	Apply ethical norms in professional practice, guided by respect for human dignity.		A.1.K4.
COURSE CONTENT			F-T S
TOPIC			18
e-Lecture			9
1	Introduction: general ethics vs. professional ethics. What is the professional ethics of a pedagogue?		2
2	Personal dimension of the pedagogue's professional ethics		4
3	Functions of teacher ethics		3
4	Issue of child subjectivity and dignity		4
5	Professional ethos of the teacher		2
Exercises			15
1	Personal dimension of the pedagogue's professional ethics. Extended content		5
2	Functions of teacher ethics. Extended content		3
3	Issue of child subjectivity and dignity. Extended content		3
4	Professional ethos of the teacher. Extended content		4
VERIFICATION OF LEARNING OUTCOMES			
CODE	DESCRIPTION		EFFECT
Knowledge e-Lecture			
W1	1.	oral test	PPiW_W-01
W2	1.	oral test	A.1.W2.
W3	1.	oral test	A.1.W3.
Skills e-Lecture			
U1	1.	oral test	PPiW_U-12
U2	1.	oral test	A.1.U4.
Competences e-Lecture			
K1	1.	oral test	PPiW_K-01
K2	1.	oral test	A.1.K4.
Knowledge Exercises			
W1	1.	project	PPiW_W-01
	2.	class participation	
W2	1.	project	A.1.W2.
	2.	class participation	
W3	1.	project	A.1.W3.
	2.	class participation	
Skills Exercises			
U1	1.	project	PPiW_U-12

	2.	class participation	
U2	1.	project	A.1.U4.
	2.	class participation	
		Competences	Exercises
K1	1.	project	PPiW_K-01
	2.	class participation	
K2	1.	project	A.1.K4.
	2.	class participation	
LITERATURE			
Required			
1	Andrzejuk A. (red.), <i>Etyka zawodowa</i> , Warszawa 1997.		
2	Gogacz M., <i>Ku etyce chronienia osób</i> , Pallottinum, Warszawa 1991.		
Supplementary			
1	Chudy W., <i>Pedagogia godności: elementy etyki pedagogicznej</i> , KUL, Lublin 2009.		
2	Ustawa z dnia 26 stycznia 1982 r. – Karta Nauczyciela (Dz. U. z 2023 r. poz. 984 ze zm.).		
3	Krasnodębski M., <i>Spotkanie a obecność w nauczaniu akademickim: filozofia dydaktyki i pedeutologii na gruncie szkoły wyższej</i> , [w:] "Spotkania", nr 2, 2018, s. 79–96.		

SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Intercultural Pedagogy		Course code A13
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	Language of course	english
Semester	X	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	
Total		150	
ECTS		6	
PREREQUISITES			
Knowledge of basic categories and concepts in sociology and psychology.			
COURSE OBJECTIVE			
Building competencies for intercultural communication. The subject addresses cultural differences, their recognition and processing in the educational process.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	The issue of intercultural education.		PPiW_W-07
W2	Processes of upbringing and education (selected theoretical approaches): ontological, axiological, and anthropological foundations of upbringing, the essence of upbringing, issues of upbringing as a dialogical encounter, education for responsible freedom and multicultural society, types of interpersonal relationships and the processes governing them, main educational environments, and foundations of intercultural dialogue.		A.1.W2.
Skills			
U1	Effectively working in culturally diverse environments and with children with migration experience, including those for whom Polish is a second language, using intercultural and glottodidactic competencies.		PPiW_U-12
U2	Interpreting teachers' activities in their contexts using pedagogical and psychological knowledge; characterizing the specificity of pedagogical action; presenting personal ideas, doubts, and suggestions supported by extensive theoretical argumentation.		A.1.U2.
Competences			

K1	Communicate with individuals from diverse backgrounds and emotional conditions, resolve conflicts through dialogue, and create a positive atmosphere for communication in preschool groups, school classes, and beyond.		PPiW_K-05
K2	Appreciate the importance of pedagogy for personal development and healthy relationships in social environments.		A.1.K1.
K3	Take on professional and personal challenges and engage in individual and team-based professional activities in the care and upbringing of children or pupils.		A.1.K3.
K4	Apply ethical norms in professional practice, guided by respect for human dignity.		A.1.K4.
COURSE CONTENT			F-T S
TOPIC			15
Exercises			9
1	Basic terminological definitions		2
2	Cultural identity of student and teacher in the context of intercultural education		2
3	Cultural diversity in Polish schools (types and significance of cultural differences in educational work)		2
4	Teacher's work in multicultural and monocultural school environments		3
5	Anti-discrimination activities as the foundation of work in multicultural environments		3
6	Good practices in intercultural education		3
VERIFICATION OF LEARNING OUTCOMES			
CODE	DESCRIPTION		EFFECT
	Knowledge	Exercises	
W1	1.	project	PPiW_W-07
	2.	class participation	
W2	1.	project	A.1.W2.
	2.	class participation	
	Skills	Exercises	
U1	1.	project	PPiW_U-12
	2.	class participation	
U2	1.	project	A.1.U2.
	2.	class participation	
	Competences	Exercises	
K1	1.	project	PPiW_K-05
	2.	class participation	
K2	1.	project	A.1.K1.
	2.	class participation	
K3	1.	project	A.1.K3.
	2.	class participation	
K4	1.	project	A.1.K4.
	2.	class participation	
LITERATURE			
Required			
1	Dziarmaga-Czajkowska A., <i>Edukacja międzykulturowa</i> , [w:] "Bliżej Przedszkola", 2009, nr 11, s. 17.		
2	Jędrzejczyk U., <i>Dzieci powracające z zagranicy w polskich szkołach</i> , [w:] "Problemy Opiekuńczo-Wychowawcze", nr 5 (530), 2014, s. 55–56.		
Supplementary			
1	Kłoczkowski J., <i>Tożsamość, odmienność, tolerancja: kultura pokoju</i> , Instytut Europy Środkowo-Wschodniej, Lublin 1998.		
2	Linton R., <i>Kulturowe podstawy osobowości, Vis-a-vis Etiuda</i> , Kraków 2024.		
3	Nikitorowicz J., <i>Edukacja międzykulturowa: kreowanie tożsamości dziecka</i> , GWP, Gdańsk 2005.		

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SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Preschool Pedagogy		Course code A14
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	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	
Total		150	
ECTS		6	
PREREQUISITES			
Basics of general didactics, educational theory, and developmental psychology (especially psychological development of preschool and early school-aged children).			
COURSE OBJECTIVE			
Introducing students to the basic principles of preschool pedagogy (origin, subject, status, tasks, functions, interdisciplinary nature, concepts), basic terms (child, childhood, preschool education, kindergarten), principles, methods, and forms of care and educational work with preschool-aged children, and the issue of the child's adaptation process in kindergarten. Highlighting the importance of play and task-based strategies in working with preschool children. Developing skills in designing educational offers for preschool children, applying prepared projects in educational practice, and creating and presenting educational materials for preschool children.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Contemporary interdisciplinary research on childhood (Childhood Studies) concerning the issue of child well-being.		PPiW_W-03
W2	The main educational environments, their specific characteristics, and the processes occurring within them.		PPiW_W-04
W3	Methodology of task execution – norms, procedures, and best practices used in preschool upbringing and early childhood education.		PPiW_W-10
W4	Terminology used in preschool and early childhood pedagogy, its sources, place, and application within related academic disciplines, as well as the place of preschool and early childhood pedagogy in the scientific system and its subject-related and methodological connections with other disciplines.		A.2.W1.

W5	Concepts of the child and childhood (Childhood Studies) and their cultural and social determinants; interdisciplinary issues of child well-being and methodological perspectives on research involving children and childhood, as well as ethical requirements for research involving children.	A.2.W4.	
W6	Types, goals, and principles of functioning of educational institutions for preschool children and pupils in early school age; goals and principles of cooperation between preschool or school and external entities; models, functions, opportunities, and threats of cooperation; methods of addressing behavioral problems of children or pupils and resolving them in cooperation with the family and the child's environment; specifics of working with children or pupils with migration experience; and methods of building one's authority in professional relationships and cooperation with teaching teams and other entities involved in upbringing and education.	A.2.W5.	
Skills			
U1	Selecting, creating, testing, and modifying materials, resources, and methods appropriate to educational and instructional goals.	PPiW_U-04	
U2	Identifying and stimulating the interests of children or pupils and appropriately adapting teaching methods and content.	PPiW_U-06	
U3	Identify risk situations in preschool and school settings and create a positive climate in preschool groups and school classrooms.	A.2.U3.	
U4	Select and apply appropriate procedures for the organization of work in preschool or primary school, and choose tools and methods to effectively perform professional tasks at the preschool and early education stage.	A.2.U5.	
Competences			
K1	Work in a team, take on various roles, and collaborate with teachers, educators, specialists, parents or guardians, and other members of the preschool, school, and local community.	PPiW_K-04	
K2	Take on professional challenges and engage in individual and team-based professional activities in preschool and early childhood education.	A.2.K2.	
K3	Professionally resolve problems and conflicts in preschool groups and school classes.	A.2.K3.	
COURSE CONTENT		F-T S	P-T S
TOPIC		45	26
e-Lecture		15	8
1	Preschool pedagogy as a science and subdiscipline of pedagogy: a) origins, b) subject, c) goals, d) tasks, e) functions, f) cooperation with other pedagogical subdisciplines and sciences (subject and methodological connections)	4	1
2	Basic concepts used in preschool pedagogy: child, childhood, preschool education, kindergarten	2	1
3	Goals and tasks of preschool education; principles, methods, and forms of pedagogical work in kindergarten (play strategy, task strategy)	4	2
4	Types, goals, and principles of functioning of educational institutions for preschool children: alternative forms of preschool education, types of kindergartens	1	1
5	School readiness and maturity (diagnosis and support)	1	1
6	Contemporary interdisciplinary research on childhood (Childhood Studies) concerning child well-being	1	1
7	Planning pedagogical work with preschool children: monthly plans, annual plan	2	1
Seminar		30	18
1	Preschool Education Core Curriculum, students' autobiographical experiences related to kindergarten	2	2
2	Preschool child – developmental profile	4	2

3	Preschool teacher: a) goals and tasks of pedagogical activity, b) basic functions, c) pedagogical attitude, role in shaping children's attitudes and behaviors, d) preparation for working with children, e) teacher's toolkit, f) teacher training, g) teacher's personality, h) documentation	4	2
4	Methodological perspectives in research on children and childhood, ethical requirements for research involving children	2	1
5	Events and celebrations in kindergarten, calendar of events and celebrations	2	1
6	Designing educational activities in kindergarten	4	2
7	Cooperation: a) preschool teacher with children's parents, b) preschool staff and social environment, c) goals and principles of cooperation with external entities, d) models, functions, e) opportunities and threats of cooperation	2	2
8	Organization of space in kindergarten, daily schedule, models of work organization. Planning educational work in kindergarten: planning individual work with the child. Preschool education programs and textbooks	6	3
9	Teaching aids in preschool education: a) presentation of teaching aids, b) presentation of educational activity plans for preschool children. Lesson evaluation	4	3

VERIFICATION OF LEARNING OUTCOMES

CODE		DESCRIPTION		EFFECT
		Knowledge	e-Lecture	
W1	1.	class participation		PPiW_W-03
W2	1.	written exam open questions		PPiW_W-04
	2.	written exam closed questions		
W3	3.	class participation		PPiW_W-10
	1.	class participation		
W4	1.	written exam open questions		A.2.W1.
	2.	written exam closed questions		
W5	1.	class participation		A.2.W4.
W6	1.	class participation		A.2.W5.
		Skills	e-Lecture	
U1	1.	class participation		PPiW_U-04
U2	1.	class participation		PPiW_U-06
U3	1.	class participation		A.2.U3.
U4	1.	class participation		A.2.U5.
		Competences	e-Lecture	
K1	1.	class participation		PPiW_K-04
K2	1.	class participation		A.2.K2.
K3	1.	class participation		A.2.K3.
		Knowledge	Conversation Class	
W1	1.	class participation		PPiW_W-03
W2	1.	class participation		PPiW_W-04
W3	1.	project		PPiW_W-10
	2.	class participation		
W4	1.	project		A.2.W1.
W5	1.	class participation		A.2.W4.
W6	1.	class participation		A.2.W5.
		Skills	Conversation Class	
U1	1.	project		PPiW_U-04
U2	1.	class participation		PPiW_U-06
U3	1.	class participation		A.2.U3.
U4	1.	project		A.2.U5.

Competences		Conversation Class	
K1	1.	class participation	PPiW_K-04
K2	1.	class participation	A.2.K2.
K3	1.	class participation	A.2.K3.
LITERATURE			
Required			
1	Andrzejewska J., Bilewicz-Kuźnia B. (red.), <i>Oblicza edukacji przedszkolnej i szkolnej</i> , UMCS, Lublin 2020.		
2	Karbowniczek J., Kwaśniewska M., Surma B., <i>Podstawy pedagogiki przedszkolnej z metodyką</i> , WAM, Kraków 2011.		
3	Kuchcińska M., <i>Stopniowanie trudności zadań w edukacji przedszkolnej i szkolnej: po to samo, o tym samym, nie tak samo</i> , Impuls, Kraków 2017.		
4	Waloszek D., <i>Pedagogika przedszkolna: metamorfoza statusu i przedmiotu badań</i> , Impuls, Kraków 2006.		
Supplementary			
1	Guz S., Zwierzchowska I. (red.), <i>O pomyślny start szkolny dziecka</i> , WSiP, Warszawa 2010.		

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SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Early Childhood Education		Course code A15
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	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	
Total		150	
ECTS		6	
PREREQUISITES			
Basics of general didactics, educational theory, and developmental psychology.			
COURSE OBJECTIVE			
Introducing students to basic information about developmental characteristics, needs, and experiences of children in early school age, as well as types and typical features of their situations in school and kindergarten, and the essence of integrated education in grades I–III. Familiarizing students with goals, content, methods, and forms of didactic and educational work in grades I–III. Developing skills and competencies in shaping concepts in children and analyzing/evaluating integrated education programs/textbooks. Enhancing competencies in designing and conducting integrated classes based on a given daily topic.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION	EFFECT	
Knowledge			
W1	Contemporary interdisciplinary research on childhood (Childhood Studies) concerning the issue of child well-being.	PPiW_W-03	
W2	The main educational environments, their specific characteristics, and the processes occurring within them.	PPiW_W-04	
W3	Methodology of task execution – norms, procedures, and best practices used in preschool upbringing and early childhood education.	PPiW_W-10	
W4	Terminology used in preschool and early childhood pedagogy, its sources, place, and application within related academic disciplines, as well as the place of preschool and early childhood pedagogy in the scientific system and its subject-related and methodological connections with other disciplines.	A.2.W1.	
W5	Concepts of the child and childhood (Childhood Studies) and their cultural and social determinants; interdisciplinary issues of child well-being and methodological perspectives on research involving children and childhood, as well as ethical requirements for research involving children.	A.2.W4.	

W6	Types, goals, and principles of functioning of educational institutions for preschool children and pupils in early school age; goals and principles of cooperation between preschool or school and external entities; models, functions, opportunities, and threats of cooperation; methods of addressing behavioral problems of children or pupils and resolving them in cooperation with the family and the child's environment; specifics of working with children or pupils with migration experience; and methods of building one's authority in professional relationships and cooperation with teaching teams and other entities involved in upbringing and education.	A.2.W5.	
Skills			
U1	Selecting, creating, testing, and modifying materials, resources, and methods appropriate to educational and instructional goals.	PPiW_U-04	
U2	Identifying and stimulating the interests of children or pupils and appropriately adapting teaching methods and content.	PPiW_U-06	
U3	Identify risk situations in preschool and school settings and create a positive climate in preschool groups and school classrooms.	A.2.U3.	
U4	Select and apply appropriate procedures for the organization of work in preschool or primary school, and choose tools and methods to effectively perform professional tasks at the preschool and early education stage.	A.2.U5.	
Competences			
K1	Work in a team, take on various roles, and collaborate with teachers, educators, specialists, parents or guardians, and other members of the preschool, school, and local community.	PPiW_K-04	
K2	Take on professional challenges and engage in individual and team-based professional activities in preschool and early childhood education.	A.2.K2.	
K3	Professionally resolve problems and conflicts in preschool groups and school classes.	A.2.K3.	
COURSE CONTENT		F-T S	P-T S
TOPIC		45	27
e-Lecture		15	9
1	Early childhood pedagogy as a science and subdiscipline of pedagogy – its goals, tasks, and functions	3	2
2	Education of young children as stimulation of development. Specifics of child learning. Agency and empowerment of the child in preschool and early childhood education	2	1
3	Profile of the early school child and their characteristics in cognitive, emotional, social, and moral development	2	1
4	Needs of the early school child: typology of needs, meeting needs in family and school environments. Preparing the child for school. The situation of the early school child	2	1
5	Competencies of early education teachers and cooperation with school stakeholders. Effective communication with various audiences, including children or students, parents or guardians, and specialists, using modern technological solutions	2	1
6	Textbooks and teaching aids in early childhood education. Planning educational work. Formulating learning objectives. Methods and forms of work in grades I–III. Issues of school assessment in grades I–III. Designing educational situations. Principles of teaching in early grades	2	1
7	Children's experiences and their specificity in early school age	2	2
Seminar		30	18
1	Early childhood pedagogy as a science and subdiscipline of pedagogy – its goals, tasks, and functions. Extended content	2	1

2	Education of young children as stimulation of development. Specifics of child learning. Agency and empowerment of the child in preschool and early childhood education. Extended content	2	1
3	Key competencies and their development in preschool and early school children. Adaptation in preschool and school. School maturity vs. school readiness – concepts, components, diagnosis	4	3
4	Profile of the early school child and their characteristics in cognitive, emotional, social, and moral development	2	2
5	Needs of the early school child: typology of needs, meeting needs in family and school environments. Preparing the child for school. The situation of the early school child. Extended content	4	3
6	Competencies of early education teachers and cooperation with school stakeholders. Effective communication with various audiences, including children or students, parents or guardians, and specialists, using modern technological solutions. Extended content	2	1
7	Textbooks and teaching aids in early childhood education. Planning educational work. Formulating learning objectives. Methods and forms of work in grades I–III. Issues of school assessment in grades I–III. Designing educational situations. Principles of teaching in early grades. Extended content	4	2
8	Children’s experiences and their specificity in early school age. Extended content	2	1
9	Integration as a concept of work in early childhood education. Using various integration strategies	4	2
10	Activating children. Stimulating cognitive activity and creativity of students	4	2

VERIFICATION OF LEARNING OUTCOMES

CODE		DESCRIPTION		EFFECT
		Knowledge	e-Lecture	
W1	1.	oral exam		PPiW_W-03
	2.	class participation		
W2	1.	written exam open questions		PPiW_W-04
	2.	class participation		
W3	1.	written exam open questions		PPiW_W-10
	2.	class participation		
W4	1.	written exam open questions		A.2.W1.
	2.	class participation		
W5	1.	written exam open questions		A.2.W4.
	2.	class participation		
W6	1.	written exam open questions		A.2.W5.
	2.	class participation		
		Skills	e-Lecture	
U1	1.	written exam open questions		PPiW_U-04
	2.	class participation		
U2	1.	written exam open questions		PPiW_U-06
	2.	class participation		
U3	1.	written exam open questions		A.2.U3.
	2.	class participation		
U4	1.	written exam open questions		A.2.U5.
	2.	class participation		
		Competences	e-Lecture	
K1	1.	written exam open questions		PPiW_K-04
	2.	class participation		
K2	1.	written exam open questions		A.2.K2.

	2.	class participation	
K3	1.	written exam open questions	A.2.K3.
	2.	class participation	
		Knowledge	Conversation Class
W1	1.	project	PPiW_W-03
	2.	class participation	
W2	1.	project	PPiW_W-04
	2.	class participation	
W3	1.	project	PPiW_W-10
	2.	class participation	
W4	1.	project	A.2.W1.
	2.	class participation	
W5	1.	project	A.2.W4.
	2.	class participation	
W6	1.	project	A.2.W5.
	2.	class participation	
		Skills	Conversation Class
U1	1.	project	PPiW_U-04
	2.	class participation	
U2	1.	class participation	PPiW_U-06
U3	1.	project	A.2.U3.
	2.	class participation	
U4	1.	project	A.2.U5.
	2.	class participation	
		Competences	Conversation Class
K1	1.	project	PPiW_K-04
	2.	class participation	
K2	1.	project	A.2.K2.
	2.	class participation	
K3	1.	project	A.2.K3.
	2.	class participation	
LITERATURE			
Required			
1	Hamer H., <i>Klucz do efektywności nauczania</i> , WSiP, Warszawa 1994.		
2	Hurlock E.B., <i>Rozwój dziecka</i> , t. 1, PWN, Warszawa 1985.		
3	Klus-Stańska D., Szczepka-Pustkowska M. (red.), <i>Pedagogika wczesnoszkolna: dyskursy, problemy, rozwiązania</i> , Żak, Warszawa 2009.		
4	Lelonek M., Wróbel T. (red.), <i>Praca nauczyciela i ucznia w klasach 1–3: praca zbiorowa</i> , WSiP, Warszawa 1990.		
5	Orłowska B.A., Olczak A., <i>Program i podręcznik we wczesnej edukacji dzieci: wybrane zagadnienia</i> , PWSZ, Gorzów 2011.		
6	Stasiak M.K., <i>Kształcenie podmiotu</i> , WSHE, Łódź 2002.		
7	Więckowski R., <i>Pedagogika wczesnoszkolna</i> , WSiP, Warszawa 1998.		
Supplementary			
1	Nyczaj-Drag M., Soroka-Fedorczuk A. (red.), <i>Projekty ofert edukacyjnych dla dzieci w wieku przedszkolnym i wczesnoszkolnym</i> , E-bookowo, Będzin 2015.		

SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	General Psychology		Course code A18
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	Language of course	english
Semester	I	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	
Total		150	
ECTS		6	
PREREQUISITES			
None			
COURSE OBJECTIVE			
Introducing students to general psychology. Understanding the principles of cognitive processes. Raising awareness of human functioning in both individual and group contexts. Expanding knowledge of various psychological concepts describing human functioning. Recognizing principles of collecting, storing, and processing experiences.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION		EFFECT
Knowledge			
W1	Classical and contemporary theories of human development, upbringing, learning, and teaching or education, their practical value, and the ability to critically evaluate and creatively apply them.		PPiW_W-02
W2	Contemporary interdisciplinary research on childhood (Childhood Studies) concerning the issue of child well-being.		PPiW_W-03
W3	Basic psychological concepts: cognitive processes, perception, reception and processing of information, speech and language, thinking and reasoning, learning and memory, the role of attention, emotions and motivation in behavior regulation, abilities and talents, psychology of individual differences – differences in intelligence, personality, temperament, and cognitive style.		A.3.W1.
Skills			
U1	Observing pedagogical situations and events, analyzing them using pedagogical and psychological knowledge, and proposing solutions to problems.		PPiW_U-01
U2	Observe children's or pupils' learning processes and their contexts.		A.3.U1.
Competences			

K1	Apply universal ethical principles and norms in professional practice, guided by respect for every human being.	PPiW_K-01	
K2	Use acquired psychological knowledge to analyze pedagogical events.	A.3.K2.	
COURSE CONTENT		F-T S	P-T S
TOPIC		15	9
e-Lecture		15	9
1	Psychology as a scientific discipline. Core domains of psychology: experience – energy (motivation) – behavior. Major psychological disciplines (developmental, clinical, social, etc.)	2	1
2	Introspective psychology. Dynamic concept. Behaviorism	2	1
3	Cognitive psychology. Humanistic psychology	2	1
4	Ecological psychology. Systems approach	1	1
5	Cognitive functioning – mechanisms of perception, thinking, attention, memory	2	1
6	Language as a tool for organizing experience; linguistic map of the world	2	1
7	Emotional-motivational regulatory mechanisms of behavior	2	1
8	Biological mechanisms of psychological functioning	1	1
9	Concept and development of temperament	1	1
VERIFICATION OF LEARNING OUTCOMES			
CODE	DESCRIPTION		EFFECT
	Knowledge	e-Lecture	
W1	1.	oral exam	PPiW_W-02
	2.	class participation	
W2	1.	oral exam	PPiW_W-03
	2.	class participation	
W3	1.	oral exam	A.3.W1.
	2.	class participation	
	Skills	e-Lecture	
U1	1.	oral exam	PPiW_U-01
	2.	class participation	
U2	1.	oral exam	A.3.U1.
	2.	class participation	
	Competences	e-Lecture	
K1	1.	oral exam	PPiW_K-01
	2.	class participation	
K2	1.	oral exam	A.3.K2.
	2.	class participation	
LITERATURE			
Required			
1	Rathus S. A., <i>Psychologia współczesna</i> , GWP, Gdańsk 2004.		
2	Strelau J. (red.), <i>Psychologia: podręcznik akademicki</i> , t. 1 (rozdz. 1 i 2), t. 2, GWP, Gdańsk 2007.		
3	Strelau J., Doliński D. (red.), <i>Psychologia: podręcznik akademicki</i> , t. 2, GWP, Gdańsk 2008.		
Supplementary			
1	Kosslyn S. M., Rosenberg R. S., <i>Psychologia: mózg – człowiek – świat</i> , Znak, Kraków 2006 [książka w bazie Academica - dostęp w bibliotece].		

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SYLLABUS / COURSE DESCRIPTION CARD

BASIC INFORMATION ABOUT THE COURSE			
Course (module) title	Psychology of Learning and Education		Course code A20
Name of the unit conducting the course		Institute of Social Sciences	
Level of education	Long-cycle master's studies	Study profile	practical
Field of study	Preschool and early childhood education	Specialization	
Education module	A. Psychological and Pedagogical Preparation	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	
Total		150	
ECTS		6	
PREREQUISITES			
Basic knowledge of pedagogy – theory of didactics and education, human developmental psychology			
COURSE OBJECTIVE			
Introducing students to the psychological context of the teaching and educational profession. Improving the ability to use acquired knowledge to analyze teacher education and self-education processes.			
LEARNING OUTCOMES FOR THE COURSE			
CODE	DESCRIPTION	EFFECT	
Knowledge			
W1	Classical and contemporary theories of human development, upbringing, learning, and teaching or education, their practical value, and the ability to critically evaluate and creatively apply them.	PPiW_W-02	
W2	Psychological foundations of the learning process in children or pupils: learning models (classical concepts, contemporary approaches based on neuropsychological research), learning methods and techniques including metacognitive development, learning difficulties, their causes and strategies for overcoming them, as well as methods and techniques for identifying and supporting the development of talents and interests.	A.3.W3.	
Skills			
U1	Observing pedagogical situations and events, analyzing them using pedagogical and psychological knowledge, and proposing solutions to problems.	PPiW_U-01	
U2	Identify barriers and difficulties in children's or pupils' participation in various forms of activity.	A.3.U4.	
U3	Recognize the psychosocial support needs of a child or pupil.	A.3.U5.	
Competences			
K1	Use acquired psychological knowledge to analyze pedagogical events.	A.3.K2.	

K2	Apply universal ethical principles and norms in professional practice, guided by respect for every human being.		PPiW_K-01	
COURSE CONTENT			F-T S	P-T S
TOPIC			45	27
e-Lecture			15	9
1	Psychology of learning and education. Historical overview		2	2
2	Psychology of memory processes as the basis for learning and teaching		3	2
3	Teacher as educator		2	1
4	Concepts of interdependence between development, upbringing, and learning processes		2	1
5	Goals of teaching and upbringing from a psychological perspective		2	1
6	Teaching and upbringing methods – psychological foundations		2	1
7	Universal principles of teaching and upbringing		2	1
Exercises			30	18
1	Psychology of learning and education. Historical overview. Extended content		3	2
2	Psychology of memory processes as the basis for learning and teaching. Extended content		2	2
3	Teacher as educator. Extended content		2	1
4	Concepts of interdependence between development, upbringing, and learning processes. Extended content		2	1
5	Goals of teaching and upbringing from a psychological perspective. Extended content		2	1
6	Teaching and upbringing methods – psychological foundations. Extended content		2	2
7	Universal principles of teaching and upbringing. Extended content		3	2
8	Educational skills and competencies – motivational dialogue workshop		6	3
9	First meeting between teacher and class. Communication principles and social perception rules		4	2
10	Educational situations and learning situations, personality of the teacher-educator		4	2
VERIFICATION OF LEARNING OUTCOMES				
CODE	DESCRIPTION			EFFECT
Knowledge e-Lecture				
W1	1.	oral exam		PPiW_W-02
	2.	class participation		
W2	1.	oral exam		A.3.W3.
	2.	class participation		
Skills e-Lecture				
U1	1.	oral exam		PPiW_U-01
	2.	class participation		
U2	1.	oral exam		A.3.U4.
	2.	class participation		
U3	1.	oral exam		A.3.U5.
	2.	class participation		
Competences e-Lecture				
K1	1.	oral exam		A.3.K2.
	2.	class participation		
K2	1.	oral exam		PPiW_K-01
	2.	class participation		
Knowledge Exercises				
W1	1.	project		PPiW_W-02
	2.	class participation		
W2	1.	project		A.3.W3.
	2.	class participation		

		Skills	Exercises	
U1	1.	project		PPiW_U-01
	2.	class participation		
U2	1.	project		A.3.U4.
	2.	class participation		
U3	1.	project		A.3.U5.
	2.	class participation		
		Competences	Exercises	
K1	1.	project		PPiW_K-01
	2.	class participation		
K2	1.	project		A.3.K2.
	2.	class participation		
LITERATURE				
Required				
1	Brzezińska A., <i>Psychologiczne portrety człowieka</i> , GWP, Gdańsk 2016.			
2	Day Ch., <i>Nauczyciel z pasją</i> , GWP, Gdańsk 2008.			
3	Ernst K., <i>Gry szkolne uczniów: zachowania pozorowane w przestrzeni edukacyjnej</i> , Difin, Warszawa 2006.			
4	Hreciński P., <i>Wypalenie zawodowe nauczycieli: przyczyny, objawy, profilaktyka</i> , Difin, Warszawa 2016.			
5	King G., <i>Umiejętności terapeutyczne nauczyciela</i> , GWP, Gdańsk 2004.			
6	Przetacznik M., Włodarski Z., <i>Psychologia wychowawcza</i> , PWN, Warszawa 2008.			
7	Wróblewska A., <i>Uczyć w relacji. Tutoring w edukacji wczesnoszkolnej</i> , [w:] "Życie Szkoły", nr 2, 2019, s. 2–5.			
8	Wybrane artykuły dotyczące problematyki związanej z nauczaniem i wychowaniem.			
9	Żegnałek K., <i>Kompetencje współczesnego nauczyciela: wyzwania, odpowiedzialność, rozwój</i> , Difin, Warszawa 2008.			
Supplementary				
1	Strelau J., <i>Psychologia: podręcznik akademicki</i> , t. 1, GWP, Gdańsk 2007.			
2	Wybrane artykuły dotyczące problematyki związanej z nauczaniem i wychowaniem.			