

1.	<b>Field of study</b>	<b>Pedagogy</b>
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2023/2024 (winter term)
4.	Level of qualifications/degree	first-cycle studies
5.	Degree profile	general academic
6.	Mode of study	part-time

<b>7. General information about the module</b>	
<b>Module name</b>	<b>Fundamentals of Methodology of Care and Educational Work</b>
Module code	W6-PE-SR-N1-PMPO
Number of the ECTS credits	3
Language of instruction	Polish
Purpose and description of the content of education	W obszarze zainteresowania tego modułu jest ukazanie specyfiki i znaczenia metodyki pracy opiekuńczo-wychowawczej w kreowaniu, aktualizowaniu, podwyższaniu kompetencji zawodowych opiekuna-wychowawcy, rozwijaniu jego kreatywności oraz w udoskonalaniu projektowania i przebiegu procesu opiekuńczo-wychowawczego poprzez dostarczanie wiedzy o pracy opiekuńczo-wychowawczej jako zorganizowanym cyklu działań, o celach, metodach, technikach, formach i zasadach postępowania w zakresie wychowania opiekuńczego i opieki wychowawczej.
List of modules that must be completed before starting this module (if necessary)	not applicable

<b>8. Learning outcomes of the module</b>			
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)
PE-SR-N1-PMPO_K_1	student/studentka jest gotów/gotowa do aktywnego uczestnictwa w grupach, organizacjach i instytucjach realizujących działania pedagogiczne na rzecz dobra podopiecznych, wychowanków na rzecz poprawy jakości pracy opiekuńczo-wychowawczej tych instytucji; jest gotów/gotowa do budowania systemu wartości i rozwijania postaw etycznych wychowanków oraz kształtowania ich nawyków kulturalnych i umiejętności współpracy	KN3_K03 KN3_K05 KN3_K06	2 2 2
PE-SR-N1-PMPO_U_1	student/studentka potrafi kreować sytuacje opiekuńczo-wychowawcze służące aktywności i rozwojowi umiejętności współpracy, zainteresowań, kreatywności wychowanków; potrafi zaprojektować działania opiekuńczo-wychowawcze, dobierając formy metodyczno-organizacyjne umożliwiające lub wspierające pracę wychowawczą, profilaktyczną z dziećmi, młodzieżą, dorosłymi, uwzględniając ich zróżnicowane możliwości	KN3_U04 KN3_U08 K_U06	3 3 3
PE-SR-N1-PMPO_U_2	student/studentka potrafi przeanalizować koncepcję jednostek metodycznych pracy opiekuńczo-wychowawczej i metod działania wychowawczego; potrafi ocenić skuteczność podejmowanych zadań opiekuńczo-wychowawczych w różnych formach opieki; potrafi dokonać refleksji nad własnymi, pożądanymi, nowymi możliwościami i kierunkami pracy i współpracy z wychowankiem, jego rodziną	KN3_U01 KN3_U10 KN3_U16 K_U09	3 3 3 3
PE-SR-N1-PMPO_W_1	zna i rozumie istotę metodyki pracy opiekuńczo-wychowawczej (jej cele, funkcje, rozwiązania merytoryczne i metodyczne, dobre praktyki, dostosowanie oddziaływań do potrzeb i możliwości wychowanków, podopiecznych lub grup wychowawczych o różnym potencjale); zna i rozumie organizację procesu opiekuńczo-wychowawczego, która	KN3_W12 K_W01	4 4

	nawiązuje do różnicowanych modeli form opieki nad dzieckiem; zna i rozumie zadania opiekuńczo-wychowawcze i warunki ich realizacji w prawidłowej i zgodnej z zasadami bezpieczeństwa organizacji w placówce	K_W05	2
PE-SR-N1-PMPO_W_2	student/studentka zna i rozumie kompetencje merytoryczne, dydaktyczne i wychowawcze opiekuna-wychowawcy, w tym potrzebę zawodowego rozwoju, także z wykorzystaniem technologii informacyjno-komunikacyjne; zna i rozumie znaczenie autorytetu opiekuna-wychowawcy oraz zasady interakcji wychowanka i wychowawcy w toku procesu opiekuńczo-wychowawczego; zna i rozumie rolę opiekuna-wychowawcy w rozwijaniu umiejętności osobistych i społeczno-emocjonalnych podopiecznych i wychowanków oraz w podtrzymywaniu współpracy z rodzicami, opiekunami wychowanków	KN3_W01 KN3_W11	2 3

9. Methods of conducting classes		
Code	Category	Name (description)
a01	Lecture methods / expository methods	Formal lecture/ course-related lecture <i>a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided</i>
a05	Lecture methods / expository methods	Explanation/clarification <i>explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps specified by the person teaching the course</i>
b01	Problem-solving methods	Problem-based lecture <i>an analysis of a selected scientific or practical problem accompanied by its assessment and an attempt to provide a solution to the issues presented in the lecture as well as the indication of the consequences of the proposed solution</i>
b02	Problem-solving methods	Lecture-discussion <i>transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up</i>
b04	Problem-solving methods	Activating method – discussion / debate <i>an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem</i>
b10	Problem-solving methods	SWOT analysis <i>a method of analyzing a phenomenon/action/work of an institution, employed to organize information and solve problems; applied in strategic planning, project implementation or solving a business or organizational problem; a universal tool to be used in the initial stage of a strategic analysis which involves sorting information about a problem into four categories: strengths and weaknesses, opportunities and threats; SWOT analysis makes it possible to determine the factors in favour of a project and its chances for success, as well as eliminating or reducing negative factors and threats to the project at the stage of early diagnosis</i>
c02	Demonstration methods	Video show <i>reproducing a film or video material in its entirety or in fragments in order to illustrate the content taught in class, to submit it to analysis and evaluation or to use it as an exercise in image perception; a film/video can be a work of art, an illustration (also technical illustration) of a content/phenomenon/object, a private record of an action, a media image, etc.</i>
c07	Demonstration methods	Screen presentation <i>a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in</i>

		<i>the form of a projected image</i>
e04	Practical methods	Project scheduling <i>proceeding according to the steps proposed within a specific methodology for the completion of a task; e.g., identifying project objectives, determining the result, identifying strengths, limitations, opportunities and threats (SWOT), establishing a schedule of activities, assessing resources, establishing an implementation plan; the initial diagnosis; the reassessment of assumptions; the process of preparing the practical implementation of a project</i>
e07	Practical methods	Simulation <i>an indirect method; imitating reality in order to gain experience approximating a real one; recreating a real-world situation so that its participant can acquire an experience close to the authentic one; work on "replacement" material</i>
f02	Methods of self-learning	Individual work with a text <i>searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied issue</i>

10. Forms of teaching					
Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
PE-SR-N1-PMPO_fns_1	lecture	7	exam	PE-SR-N1-PMPO_W_1, PE-SR-N1-PMPO_W_2	a01, b01, b02, c02, c07
PE-SR-N1-PMPO_fns_2	practical classes	7	course work	PE-SR-N1-PMPO_K_1, PE-SR-N1-PMPO_U_1, PE-SR-N1-PMPO_U_2, PE-SR-N1-PMPO_W_1	a05, b04, b10, c07, e04, e07, f02

11. The student's work, apart from participation in classes, includes in particular:			
Code	Category	Name (description)	Is it part of the BUNA?
a02	Preparation for classes	Literature reading / analysis of source materials <i>reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class</i>	No
a04	Preparation for classes	Consulting materials complementary to those indicated in the syllabus <i>agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation</i>	Yes
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content <i>reading through the syllabus and getting acquainted with its content</i>	No
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions <i>consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.</i>	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes <i>devising a task implementation strategy embracing the division of content, the range of activities,</i>	Yes

		<i>implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</i>	
c02	Preparation for verification of learning outcomes	Studying the literature used in and the materials produced in class <i>exploring the studied content, inquiring, considering, assimilating, interpreting it, or organizing knowledge obtained from the literature, documentation, instructions, scenarios, etc., used in class as well as from the notes or other materials/artifacts made in class</i>	No
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/ examination completion <i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course</i>	No
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes <i>reading through the academic teacher's comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes</i>	Yes

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.