1.	Field of study	Pedagogy
2.	Faculty	Faculty of Social Sciences
3.	Academic year of entry	2024/2025 (winter term)
4.	Level of qualifications/degree	first-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

7.	General information about the module	
Module name		Introduction to penitentiary pedagogy
Module code		ER9
Number of the ECTS credits		5
Language of instruction		
Purpose and description of the content of education		The classes aim to provide students with a deep understanding of the foundations and tasks of penitentiary pedagogy and prepare them for practical work in the prison environment. By discussing key concepts, challenges, and strategies used in working with incarcerated individuals, participants will gain theoretical foundations and practical skills necessary for effectively supporting the rehabilitation process. The classes aim to prepare future specialists with theoretical and practical knowledge in the field of penitentiary pedagogy, enabling them to conduct educational activities effectively in correctional facilities and other rehabilitation institutions. Through selected educational content, participants acquire comprehensive knowledge and skills essential for practical work in the field of penitentiary pedagogy, aiming to support the rehabilitation process of inmates and contribute to their successful social reintegration.
List of modules that must be completed before starting this module (if necessary)		not applicable

8.	Learning outcomes of the module		
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)
E.1R.U1.	The student can analyze phenomena occurring within penitentiary pedagogy, use basic theoretical terms for analysis, and design, implement, and evaluate pedagogical strategies in prison units. Students can anticipate the consequences of these actions. The student is capable of identifying dilemmas in penitentiary pedagogy, subjects and objects of influence, axiological, teleological, theoretical, methodological, and normative foundations, theories of punishment, theoretical foundations of penitentiary rehabilitation in psychological theories, basic principles of executive criminal law, and present the concept of creative rehabilitation as an example of destigmatizing interventions, can apply the theoretical foundations of rehabilitation methodology.	KN3_U01 KN3_U06 KN3_U11	4 4 4
E.1R.W1.	The student is familiar with and understands the basics of penitentiary pedagogy: definitions, etymology of the concept, scope, historical outline, contemporary social rehabilitation concepts and theories, dilemmas of penitentiary pedagogy, subjects and objects of influence, axiological, teleological, theoretical, methodological, and normative foundations, theories of punishment, theoretical foundations of penitentiary rehabilitation in psychological theories, basic principles of executive criminal law, resocialization of senior inmates, concepts of creative social rehabilitation as examples of destigmatizing interventions, and theoretical foundations of social rehabilitation.	KN3_W03 KN3_W05 KN3_W08	5 5 4

9. Methods of conducting classes

Code	Category	Name (description)
b02	Problem-solving methods	**Lecture-discussion** *transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up*
b03	Problem-solving methods	**Activating method – educational games** *learning content in the guise of a rule- and/or principle-based game; conducted in a deliberately arranged situation based on the description of relevant facts and processes; learners compete with one another within the framework of rules laid down by the academic teacher; varieties include simulation games – involving a simulation of real situations; decision games – based on the decision-making process and the recognition of the consequences of the decisions made (e.g., a decision tree); psychological games – increasing the emotional-volitional component of the participants' attitudes*
b08	Problem-solving methods	**Activating method – peer learning** *learning through the exchange of knowledge in a group/team/pair of students, i.e., in the so-called learning cell; a kind of mutual learning; an approach focused on student activity under the guidance of the person teaching the course; a learning situation where students with a similar level of experience learn from one another*
c07	Demonstration methods	**Screen presentation** *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 the form of a projected image*
d03	Programmed learning methods	**Working with another teaching tool** *e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools*
e04	Practical methods	**Project scheduling** *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*
f01	Methods of self-learning	**Self-education** *a method which involves independent acquisition of knowledge, skills and social competences, extending their scope and quality; complementary to the learning process taking place in class; taking on the task of developing and adjusting qualifications on one's own; self-study*
f02	Methods of self-learning	**Individual work with a text** *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*
f03	Methods of self-learning	**Conceptual work** *a (mainly intellectual) activity carried out independently (or in a selected group) resulting in the creation of a concept, idea or project; creating a plan based on a vision; developing a general outline of a project; producing a simplified sketch of the variant versions of a procedure/product/work*

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
E.1R.U1.	practical classes	30	course work	E.1R.U1.	b03, b08, c07, d03, e04, f01, f02,

					f03
E.1R.W1.	lecture	15	exam	E.1R.W1.	b02, c07, f01, f02

11.	The student's work, apart from participation in classes, includes in particular:		
Code	**Category**	**Name (description)**	**Is it part of the BUNA?**
a05	Preparation for classes	Production/preparation of tools, materials or documentation necessary for class participation *developing, preparing and assessing the usefulness of tools and materials (e.g. aids, scenarios, research tools, equipment, etc.) to be employed in class or as an aid when preparing for classes*	Yes
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/examination completion *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*	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.