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| 1. | <b>Field of study</b>          | <b>Pedagogy</b>                              |
| 2. | Faculty                        | Faculty of Fine Arts and Educational Science |
| 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                                    |

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| <b>7. General information about the module</b>                                    |  |
| <b>Module name</b>  | <b>Family Pedagogy</b>   |
| Module code   | W6-PE-WZ-S1-PRO  |
| Number of the ECTS credits  | 3  |
| Language of instruction   | Polish   |
| Purpose and description of the content of education                               | Moduł skoncentrowany wokół problematyki rodziny, historycznych przemian jej modelu i czynników je warunkujących, sposobu funkcjonowania w rodzinie poszczególnych członków i ich ról, znaczenia rodziny dla społeczeństwa oraz współczesnych dla niej zagrożeń. Zainteresowany przemianami, jakim ulegają współczesne rodziny polskie i ich społeczno-kulturowym kontekstem oraz wsparciem instytucjonalnym rodziny i jej rolą w funkcjonowaniu jednostki. |
| 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-WZ-S1-PRO_K_1                          | student/studentka jest gotów/gotowa do budowania i podtrzymywania prawidłowych relacji i więzi w środowiskach społecznych; dostrzega konieczność odnoszenia zdobytej wiedzy do rozpoznawania rodzinnego środowiska wychowawczego i projektowania, podejmowania działań pedagogicznych w tym środowisku  | K_K02<br>KN1_K02<br>KN1_K05        | 3<br>3<br>3                    |
| PE-WZ-S1-PRO_U_1                          | student/studentka potrafi zastosować wiedzę teoretyczną z zakresu pedagogiki rodziny do analizowania problemów społecznych, edukacyjnych, wychowawczych, opiekuńczych, kulturalnych i pomocowych w praktyce pedagogicznej oraz do diagnozowania, prognozowania oraz projektowania działań profilaktycznych opiekuńczych i terapeutycznych, uwzględniając możliwości i kierunki pracy i współpracy z dzieckiem, rodziną, człowiekiem z różnych powodów niesamodzielnym | KN1_U01<br>KN1_U05<br>K_U01        | 3<br>3<br>3                    |
| PE-WZ-S1-PRO_U_2                          | student/studentka potrafi uzasadnić normy chroniące życie małżeńskie i rodzinne oraz sprzeciwić się naciskom skłaniającym do ich łamania  | KN1_U20                            | 3                              |
| PE-WZ-S1-PRO_W_1                          | student/studentka zna i rozumie miejsce pedagogiki rodziny w systemie nauk humanistycznych i społecznych oraz jej przedmiotowe i metodologiczne powiązania z innymi dyscyplinami naukowymi; terminologię charakterystyczną dla pedagogiki rodziny   | K_W01                              | 4                              |
| PE-WZ-S1-PRO_W_2                          | student zna i rozumie funkcje rodziny oraz warunki wychowawcze i kształcące tworzone przez współczesną rodzinę, a także charakteryzuje uczestników różnych środowisk i instytucji społecznych, podejmujących działalność opiekuńczą,  | KN1_W01<br>KN1_W07                 | 4<br>4                         |

|                           |       |   |
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| wychowawczą oraz pomocową | K_W03 | 4 |
|---------------------------|-------|---|

| 9. Methods of conducting classes |                                      |  |
|----------------------------------|--------------------------------------|--|
| Code                             | Category                             | Name (description)   |
| a01                              | Lecture methods / expository methods | Formal lecture/ course-related lecture<br><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<br><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>   |
| b02                              | Problem-solving methods              | Lecture-discussion<br><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<br><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> |
| b07                              | Problem-solving methods              | Activating methods: a case study<br><i>a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon</i>   |
| c07                              | Demonstration methods                | Screen presentation<br><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 the form of a projected image</i>   |
| d03                              | Programmed learning methods          | Working with another teaching tool<br><i>e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools</i>  |
| e04                              | Practical methods                    | Project scheduling<br><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>  |

| 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-WZ-S1-PRO_fs_1     | lecture           | 15              | course work                                       | PE-WZ-S1-PRO_W_1, PE-WZ-S1-PRO_W_2 | a01, b02, b07, c07            |
| PE-WZ-S1-PRO_fs       | practical classes | 15              | course work                                       | PE-WZ-S1-PRO_K_1, PE-WZ-           | a05, b04, c07, d03, e04       |

| _2  |   |  | S1-PRO_U_1, PE-WZ-S1-PRO_U_2, PE-WZ-S1-PRO_W_2 |  |
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| <b>11. The student's work, apart from participation in classes, includes in particular:</b> |   |  |  |  |
| Code  | Category  | Name (description)   | Is it part of the BUNA?                        |  |
| a02   | Preparation for classes   | Literature reading / analysis of source materials<br><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<br><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  |  |
| a05   | Preparation for classes   | Production/preparation of tools, materials or documentation necessary for class participation<br><i>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</i>  | No   |  |
| b01   | Consulting the curriculum and the organization of classes       | Getting acquainted with the syllabus content<br><i>reading through the syllabus and getting acquainted with its content</i>  | Yes  |  |
| b02   | Consulting the curriculum and the organization of classes       | Verification / adjustment / discussion of syllabus provisions<br><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<br><i>devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</i>  | Yes  |  |
| c02   | Preparation for verification of learning outcomes               | Studying the literature used in and the materials produced in class<br><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<br><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<br><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>.