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| 1. | Field of study | Pedagogy: Pre-School Education and Early School Education |
| 2. | Faculty | Faculty of Fine Arts and Educational Science |
| 3. | Academic year of entry | 2024/2025 (winter term) |
| 4. | Level of qualifications/degree | long-cycle studies |
| 5. | Degree profile | general academic |
| 6. | Mode of study | full-time |

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| 7. General information about the module | |
| Module name | Creative Pedagogy |
| Module code | PP-C-PT |
| Number of the ECTS credits | 2 |
| Language of instruction | Polish |
| Purpose and description of the content of education | Moduł wyposaża osoby studiujące w wiedzę, umiejętności i kompetencje dotyczące realizacji zajęć i zabaw twórczych w przedszkolu i klasach I-III szkoły podstawowej. Moduł koncentruje się wokół problematyki twórczości we współczesnej humanistyce, rozwoju pedagogiki twórczości w Polsce, fazach rozwoju myślenia i działań twórczych dzieci i młodzieży, wybranych kierunkach badań nad twórczością w sztuce i edukacji oraz twórczym wymiarem metod i form organizacji działań edukacyjnych. |
| List of modules that must be completed before starting this module (if necessary) | not applicable |

| 8. Learning outcomes of the module | | | |
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| Code | Description | Learning outcomes of the programme | Level of competenc (scale 1-5) |
| PP-C-PT_1 | studentka/student zna i rozumie zróżnicowanie modeli ujmowania procesu wspierania rozwoju dziecka lub ucznia, klasyczne i współczesne teorie wychowania i rozwoju twórczego człowieka, podstawy twórczego uczenia się i nauczania twórczości lub kształcenia oraz ich wartości aplikacyjne, a także potrafi je krytycznie oceniać i twórczo z nich korzystać; zna i rozumie istotę projektowania i prowadzenia działań diagnostycznych w obszarze rozwoju postaw twórczych i kreatywności uwzględniających specyfikę funkcjonowania dzieci w wieku przedszkolnym i młodszym wieku szkolnym oraz rolę nauczyciela lub wychowawcy w modelowaniu postaw i zachowań twórczych dzieci lub uczniów (C.W1) | PP_W_02 PP_W_14 PP_W_16 | 3 3 3 |
| PP-C-PT_2 | studentka/student potrafi kształtować edukacyjne środowisko rozwoju dzieci/uczniów, z uwzględnieniem indywidualnych potrzeb, możliwości i uzdolnień, z nastawieniem na osobowy i podmiotowy rozwój oraz rozpoznawać potrzeby, możliwości i uzdolnienia dzieci lub uczniów. a także projektować i prowadzić działania pedagogiczne na rzecz twórczego rozwoju; potrafi rozwijać kompetencje kluczowe dzieci lub uczniów, w szczególności kreatywność, krytyczną refleksję i umiejętność samodzielnego oraz zespołowego rozwiązywania problemów; (C.U1) | PP_U_02 PP_U_03 PP_U_07 | 3 3 4 |
| PP-C-PT_3 | studentka/student wykazuje gotowość do formowania wartościowych indywidualnie i społecznie zachowań i postaw dzieci lub uczniów, w tym wobec kultury i sztuki oraz inspirowania dzieci lub uczniów do wyrażania swojej indywidualności w sposób twórczy, a także do kierowania się wrażliwością etyczną, empatią, otwartością, krytycyzmem oraz przyjęcia odpowiedzialności za integralny rozwój dzieci lub uczniów i podejmowane działania pedagogiczne (C.K1; C.K2) | PP_K_01 PP_K_02 | 2 3 |

| 9. Methods of conducting classes | | |
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| 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> |
| a03 | Lecture methods / expository methods | Description <i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</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> |
| b06 | Problem-solving methods | Activating method – staged drama/drama <i>experiential learning; solving a problem by acting out a role; a.k.a. a role-playing method; role-players interpret their roles in an individual way; the identification with the role is achieved through the activation of the senses, imagination and speech, the stimulation of gesture and movement, etc.; the aim of drama is to experience situations, problems and events mediated by the role; staged drama is a role-playing method enriched with props and stage scenery illustrating a theme</i> |
| c01 | Demonstration methods | Exhibition <i>preparing an object for public display and displaying it in order to elicit a specific reaction; creating a themed collection of specimens/objects/works to illustrate a specific issue</i> |
| c09 | Demonstration methods | Value-based methods – expressive methods <i>methods of accessing value-related knowledge, experiencing values in emotion-laden activities; creating situations enabling the creation or reproduction of values as a way of self-expression combined with experiencing values (individually or in a group); actions, most often creative, involving an expressive and suggestive way of expressing emotions</i> |
| e03 | Practical methods | Creation/production – creative workshop <i>an activity involving creating/producing a work/artifact based on the individual, creative effort of the participant; the creative workshop is characterized by the presence and openness which make it possible to access the essence of the work/peculiarity of the artifact at every stage of its creation/production</i> |
| f03 | Methods of self-learning | Conceptual work <i>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</i> |

| 10. Forms of teaching | | | | | |
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| Code | Name | Number of hours | Assessment of the learning outcomes of the module | Learning outcomes of the module | Methods of conducting classes |
| PP-C-PT_fs_1 | lecture | 15 | course work | PP-C-PT_1 | a01, a03, c01 |
| PP-C-PT_fs_2 | practical classes | 15 | course work | PP-C-PT_2, PP-C-PT_3 | a05, b06, c09, e03, f03 |

| 11. The student's work, apart from participation in classes, includes in particular: | | | |
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| 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 | No |

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| | | <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> | |
| 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> | Yes |
| 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, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.</i> | Yes |
| 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>.