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

7.	General information about the module	
Module name		Cooperation of the Teacher with the Environment
Module code		PP-A2-WN
Number of the ECTS credits		1
Language of instruction		Polish
Purpose and description of the content of education		Moduł wyposaża osoby studiujące w wiedzę, umiejętności i rozwija ich kompetencje związane z planowaniem i realizacją zajęć w ramach współpracy z różnorodnymi środowiskami wychowawczym. Uwrażliwia na zacieśnienie relacji (integracji) między przedszkolem/szkołą a społecznością lokalną w celu zrozumienia jej potrzeb i oczekiwań, promowania osiągnięć placówki oświatowej, dzieci/uczniów i nauczycieli oraz stymulowania rozwoju psychospołecznego wychowanków.
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)
PP-A2-WN_1		studentka/student zna i rozumie rolę współpracy placówek oświatowych ze środowiskiem związaną z wychowaniem i kształceniem dzieci i uczniów, ze szczególnym uwzględnieniem fazy wczesnego, średniego i późnego dzieciństwa (A2.W2) oraz cele i zasady współpracy przedszkola/szkoły z podmiotami zewnętrznymi oraz modele, funkcje, szanse i zagrożenia współpracy w środowisku zróżnicowanym kulturowo (A2.W5).	PP_W_04 PP_W_07	3 2
PP-A2-WN_2		studentka/student potrafi organizować wartościowe rozwojowo i społecznie środowisko wychowawcze, wybrać i zastosować właściwy dla danej organizacji pracy przedszkola i szkoły podstawowej sposób postępowania oraz skutecznie porozumiewać się z różnymi podmiotami zewnętrznymi i wykorzystywać w pracy z wychowankiem uzyskane informacje (A.2.U4; A.2.U5; A.2.U6)	PP_U_03 PP_U_14	3 3
PP-A2-WN_3		studentka/student wykazuje gotowość do podejmowania wyzwań indywidualnych i zespołowych w ramach działań środowiskowych dotyczących edukacji przedszkolnej i wczesnoszkolnej (A.2.K2)	PP_K_03 PP_K_04 PP_K_06	3 3 3

9.	Methods of conducting classes	
Code	Category	Name (description)
a03	Lecture methods / expository methods	Description

		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
a05	Lecture methods / expository methods	Explanation/clarification *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*
b04	Problem-solving methods	Activating method – discussion / debate *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*
b07	Problem-solving methods	Activating methods: a case study *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*
b10	Problem-solving methods	SWOT analysis *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*
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*

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**
PP-A2-WN_fs_1	practical classes	15	course work	PP-A2-WN_1, PP-A2-WN_2, PP-A2-WN_3	a03, a05, b04, b07, b10, e04

11.	The student's work, apart from participation in classes, includes in particular:		
Code	**Category**	**Name (description)**	**Is it part of the BUNA?**
a04	Preparation for classes	Consulting materials complementary to those indicated in the syllabus *agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation*	Yes
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content *reading through the syllabus and getting acquainted with its content*	Yes

b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions *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.*	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes *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.*	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*	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 *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*	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.