

1.	Field of study	<b>Pedagogy: Pre-School Education and Early School Education</b>
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.	<b>General information about the module</b>	
<b>Module name</b>		<b>Optional Block H - Ethical Person</b>
Module code		PP-C-BH_CZE
Number of the ECTS credits		3
Language of instruction		Polish
Purpose and description of the content of education		W ramach zajęć jest możliwość wyboru przez osoby studiujące - z przygotowanej listy propozycji, modyfikowanej rokrocznie - nadrzędnego zagadnienia, czyli wiodącego bloku tematycznego wokół którego będzie się koncentrował zakres treści prezentowanych i analizowanych podczas zajęć w formie ćwiczeń. Moduł ma na celu ukształtowanie człowieka etycznego, uczciwego, starającego się działać na podstawie uniwersalnych zasad etycznych i praw moralnych, znającego i przestrzegającego zasad etyki zawodu nauczyciela.
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-C-BH-CZE_1	studentka/student zna i rozumie etykę zawodową nauczyciela, znaczenie własnych postaw, założeń i intencji podczas działania pedagogicznego (A.1.W3) oraz sposoby budowania swojego autorytetu w relacjach zawodowych i we współpracy z zespołem nauczycieli oraz z innymi podmiotami procesu wychowania i kształcenia (A.2.W5), a także wymagania etyczne badań naukowych z udziałem dzieci oraz dylematy i wybory etyczne na różnych etapach badania/ diagnozy środowiska wychowawczego (A.2.W4; K.W7)	PP_W_01 PP_W_04 PP_W_20	4 3 4	
PP-C-BH-CZE_2	studentka/student potrafi kierować się zasadami etycznymi w trakcie analizy i ewaluacji skuteczności/rezultatów procesu wychowania, kształcenia oraz kształtować przyjazne edukacyjne środowisko rozwoju dzieci/uczniów, z nastawieniem na ich osobowy i podmiotowy rozwój (C.U1); potrafi formułować oceny etyczne związane z wykonywaniem zawodu nauczyciela - wskazywać wartościowe cechy podejść wychowawczych i ich zagrożenia dla podmiotowości dziecka/ ucznia oraz odpowiedzialnie organizować zajęcia (A.1.U4; A.2.U2)	PP_U_10 PP_U_13	3 2	
PP-C-BH-CZE_3	studentka/student przejawia gotowość do stosowania norm etycznych w działalności zawodowej, kierując się szacunkiem dla godności, podmiotowości człowieka (A.1.K4), a także do kierowania się wrażliwością etyczną, przyjęcia odpowiedzialności za integralny rozwój dzieci/uczniów, formowania wartościowych indywidualnie i społecznie zachowań i postaw dzieci/uczniów oraz budowania relacji wzajemnego zaufania między wszystkimi podmiotami procesu wychowania i kształcenia (C.K1; C.K2; C.K3)	PP_K_01 PP_K_02 PP_K_03 PP_K_07	4 4 4 4	

9. Methods of conducting classes		
Code	Category	Name (description)
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>
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>
b07	Problem-solving methods	Activating methods: a case study <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>
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 the form of a projected image</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>
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>

<b>10. Forms of teaching</b>					
Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
PP-C-BH_CZE_fs_1	practical classes	15	course work	PP-C-BH-CZE_1, PP-C-BH-CZE_2, PP-C-BH-CZE_3	a05, b01, b04, b07, c02, c07, f02, f03
<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?
a01	Preparation for classes	Search for materials and review activities necessary for class participation <i>reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes</i>			No
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>			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
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