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| 1. | <b>Field of study</b>          | <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                  | part-time  |

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| <b>7. General information about the module</b>                                    |  |
| <b>Module name</b>  | <b>Psychology</b>  |
| Module code   | PP-A3-PSO  |
| Number of the ECTS credits  | 2  |
| Language of instruction   | Polish   |
| Purpose and description of the content of education                               | Moduł ma na celu przedstawienie głównych działów psychologii, jej paradygmatów badawczych, scharakteryzowanie jej przedmiotu zainteresowań, najważniejszych zagadnień i problemów badawczych podejmowanych w ramach poszczególnych działów psychologii oraz przedstawienie teorii, koncepcji, założeń i istoty psychologii jako nauki. Zakładane efekty uczenia się planuje się osiągnąć w trakcie zajęć w kontakcie bezpośrednim z nauczycielami akademickimi i pracy własnej studentki/studenta. |
| 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) |
| PP-A3-PSO_1                               | studentka/student zna i rozumie pojęcia psychologii: procesy poznawcze, spostrzeganie, odbiór i przetwarzanie informacji, mowę i język, myślenie i rozumowanie, uczenie się i pamięć, rolę uwagi, emocje i motywacje w procesach regulacji zachowania, zdolności i uzdolnienia, psychologię różnic indywidualnych – różnice w zakresie inteligencji, osobowości, temperamentu i stylu poznawczego (A3.W1) oraz techniki i metody usprawniania komunikacji z dzieckiem, a także mechanizmy kształtowania się postaw dzieci/uczniów (A3.W4), a także psychologiczne koncepcje człowieka (A3.W2) | PP_W_04<br>PP_W_17                 | 4<br>3                         |
| PP-A3-PSO_2                               | studentka/student potrafi zanalizować opisy ludzkich zachowań, umieszczając je w szerszym kontekście i wskazując możliwe sposoby rozwiązania ewentualnych trudności; dokonuje krytycznej refleksji - ocenia realne szanse wykorzystania wiedzy teoretycznej w praktyce i dostosowuje ją do indywidualnych potrzeb drugiej osoby (A3.U5) oraz korzystać z posiadanej wiedzy z zakresu porozumiewania się międzyludzkiego (A.3.U3)  | PP_U_01<br>PP_U_15                 | 3<br>3                         |
| PP-A3-PSO_3                               | studentka/student wykazuje gotowość do autorefleksji nad dyspozycjami, zasobami i wykorzystania zdobytej wiedzy psychologicznej do analizy zdarzeń pedagogicznych oraz stymulowania poprawy jakości pracy z dziećmi w przedszkolu i szkole (A.3.K1; A.3.K2)   | PP_K_08                            | 2                              |

| 9. Methods of conducting classes |                                      |  |
|----------------------------------|--------------------------------------|--|
| Code                             | Category                             | Name (description)   |
| 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>   |
| b01                              | Problem-solving methods              | Problem-based lecture<br><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>   |
| 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>   |
| c05                              | Demonstration methods                | Poster presentation<br><i>a visual presentation of a problem and its proposed solutions, created by the person teaching the course or by a student on a poster board showing one major element or a collection of several elements in a coherent graphic form</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>   |
| f02                              | Methods of self-learning             | Individual work with a text<br><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<br><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 |                   |                 |   |                                 |                               |
|-----------------------|-------------------|-----------------|---|---------------------------------|-------------------------------|
| Code                  | Name              | Number of hours | Assessment of the learning outcomes of the module | Learning outcomes of the module | Methods of conducting classes |
| PP-A3-PSO_fns_1       | lecture           | 10              | course work                                       | PP-A3-PSO_1                     | b01, b02, c07, f02            |
| PP-A3-PSO_fns_2       | practical classes | 10              | course work                                       | PP-A3-PSO_2, PP-A3-PSO_3        | a05, b04, b07, c05, f03       |

| 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<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                     |
| 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>  | No                      |
| 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/<br>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                      |
| e01  | Activities complementary to the classes                   | Undertaking, on one's own initiative and individually, activities aimed at expanding the scope or depth of the teaching content, also beyond the walls of the University<br><i>a set of activities undertaken independently and on the student's own initiative, aimed at expanding the depth and scope of knowledge and skills, their revision and repetition, retention or verification, also activities carried outside the university, e.g., in a culture promoting or educational institution, a laboratory, in the open air, etc.; also self-education</i> | No                      |

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>.