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	part-time

7.	**General information about the module**	
Module name		**Comparative Pedagogy**
Module code		PP-A1-PP
Number of the ECTS credits		2
Language of instruction		Polish
Purpose and description of the content of education		Celem modułu jest zaznajomienie studentek i studentów z teoretycznymi i praktycznymi zagadnieniami dotyczącymi funkcjonowania systemów oświatowych oraz ich współczesnymi przeobrażeniami. Moduł koncentruje się wokół przemian historycznych, społecznych, ekonomicznych i pedagogicznych budujących modele oświaty, zasad polityki oświatowej, aktualnych tendencji w oświacie na świecie w ujęciu porównawczym.
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-A1-PP_1	studentka/student zna i rozumie współczesne kierunki rozwoju pedagogiki; teorie, procesy edukacyjne i funkcje edukacji w życiu społeczeństw i egzystencji jednostek oraz organizację, funkcjonowanie oraz cele i zadania instytucji wchodzących w skład systemów oświaty w Polsce oraz w wybranych krajach świata (A.1.W1; A.1.W2)	PP_W_02 PP_W_05 PP_W_07	3 5 3
PP-A1-PP_2	studentka/student potrafi wykorzystać posiadaną wiedzę teoretyczną w sposób refleksyjny i krytyczny, poprawnie konstruować rozbudowane ustne i pisemne wypowiedzi dotyczące różnych zagadnień pedagogiki porównawczej, a także interpretować działalność nauczycieli w kontekstach jej prowadzenia z wykorzystaniem posiadanej wiedzy w zakresie pedagogiki porównawczej i charakteryzować swoistość działania pedagogicznego, a także prezentować własne pomysły, wątpliwości i sugestie poparte rozbudowaną argumentacją teoretyczną (A.1.U1; A.1.U2)	PP_U_01 PP_U_03 PP_U_12	3 3 2
PP-A1-PP_3	studentka/student wykazuje gotowość do nabywania i poszerzania wiedzy nt. funkcjonowania systemów edukacyjnych oraz ich przeobrażeń, do doceniania znaczenia pedagogiki dla rozwoju osoby i prawidłowych więzi w środowiskach społecznych oraz do poszerzania warsztatu pracy nauczyciela dziecka w wieku przedszkolnym i ucznia w młodszym wieku szkolnym (A.1.K1; A.1.K2)	PP_K_03 PP_K_08	2 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
b02	Problem-solving methods	Lecture-discussion *transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up*
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*
b08	Problem-solving methods	Activating method – peer learning *learning through the exchange of knowledge in a group/team/pair of students, i.e., in the so-called learning cell; a kind of mutual learning; an approach focused on student activity under the guidance of the person teaching the course; a learning situation where students with a similar level of experience learn from one another*
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*
c07	Demonstration methods	Screen presentation *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*
f02	Methods of self-learning	Individual work with a text *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*

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-A1-PP_fns_1	practical classes	10	course work	PP-A1-PP_1, PP-A1-PP_2, PP-A1-PP_3	a03, b02, b04, b07, b08, b10, c07, f02	

11.	The student's work, apart from participation in classes, includes in particular:			
Code	**Category**	**Name (description)**		**Is it part of the BUNA?**
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
c02	Preparation for verification of learning outcomes	Studying the literature used in and the materials produced in class *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*		No
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.