

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

7.	<b>General information about the module</b>	
<b>Module name</b>		<b>Regional and Intercultural Education</b>
Module code		PP-C-EM
Number of the ECTS credits		1
Language of instruction		Polish
Purpose and description of the content of education		Moduł koncentruje się wokół idei edukacji międzykulturowej, a szerzej pedagogiki międzykulturowej, jej założeń, zadań i wyzwań w procesie kształtowania kompetencji międzykulturowych, przy uwzględnieniu zmienności i dynamiki wielokulturowego świata oraz kooperatywnego uczenia się jako edukacyjnej strategii, która umożliwiała uczenie się z Innymi i od Innych.
List of modules that must be completed before starting this module (if necessary)		not applicable

8.	<b>Learning outcomes of the module</b>			
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)	
PP-C-EM_1	studentka/student zna i rozumie cele, zadania edukacji międzykulturowej w zakresie wspierania rozwoju dzieci/uczniów ze środowiska zróżnicowanego pod względem kulturowym oraz z doświadczeniem migracyjnym, ich proces adaptacji w przedszkolu/szkole (C.W1), a także zasady organizowania środowiska wychowawczego i projektowania i prowadzenia działań pedagogicznych, rozpoznawania potrzeb, możliwości tych dzieci/uczniów i realizacji i oceny programów, podręczników z zakresu edukacji międzykulturowej w pracy z dziećmi w wieku przedszkolnym i w młodszym wieku szkolnym (C.W2; C.W3; C.W4)	PP_W_06 PP_W_07 PP_W_13	3 5 4	
PP-C-EM_2	studentka/student potrafi wykorzystywać wiedzę teoretyczną z zakresu pedagogiki międzykulturowej w celu analizowania i interpretowania problemów edukacyjnych, wychowawczych, opiekuńczych, kulturalnych i pomocowych, a także motywów i wzorów ludzkich zachowań występujących w zróżnicowanych społecznie i kulturowo środowisku lokalnym, a także dobierać strategie edukacyjne, programy, wykorzystywać różnorodne sposoby organizowania środowiska uczenia się oraz planować, realizować i oceniać efekty spersonalizowanych strategii i programów kształcenia i wychowania z nastawieniem na integralny rozwój dziecka lub ucznia (C.U2; C.U3; C.U4)	PP_U_02 PP_U_03 PP_U_12	3 4 4	
PP-C-EM_3	osoby studiujące są gotowe do budowania relacji wzajemnego zaufania między wszystkimi podmiotami procesu wychowania i kształcenia oraz porozumiewania się z przedstawicielami różnych środowisk (C.K3)	PP_K_03 PP_K_05	3 3	

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>
b02	Problem-solving methods	Lecture-discussion <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 <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>
b08	Problem-solving methods	Activating method – peer learning <i>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</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>
e04	Practical methods	Project scheduling <i>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</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>

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-C-EM_fns_1	practical classes	10	course work	PP-C-EM_1, PP-C-EM_2, PP-C-EM_3	a05, b02, b04, b07, b08, c02, c07, e04, f02

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 <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
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>.