University of Silesia in Katowice

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		Optional Block D - a Reliable Caregiver
Module code		PP-C-BD_SO
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 sprzyjać kształtowaniu wrażliwości na potrzeby wychowanków, okazywania troski o podopiecznych i ich zrównoważony rozwój oraz przejawiania chęci do działania przemyślanego, odpowiedzialnego i elastycznego, a także stwarzania sytuacji dydaktyczno-wychowawczych sprzyjających identyfikacji indywidualnych potrzeb, potencjału, możliwości i uzdolnień dziecka/ucznia.
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-BD_SO _1		studentka/student zna i rozumie zasady organizacji optymalnego środowiska edukacyjnego w przedszkolu i klasach I–III szkoły podstawowej, zasady projektowania działań pedagogicznych, rozpoznawania potrzeb, możliwości i uzdolnień dziecka/ucznia, a także planowania spersonalizowanego podejścia w procesie dydaktyczno-wychowawczym (C.W1; C.W3); zna i rozumie interdyscyplinarne zagadnienia dobrostanu dziecka oraz wymagania etyczne badań naukowych z udziałem dzieci (A.2.W4)	PP_W_01 PP_W_03 PP_W_10 PP_W_16 PP_W_20	3 3 3 3 3
PP-C-BD_SO _2		studentka/student potrafi identyfikować style wychowania w praktyce edukacyjnej, wskazywać ich wartościowe cechy i zagrożenia dla podmiotowości dziecka/ucznia oraz zatroszczyć się o właściwy klimat w grupie przedszkolnej i klasie szkolnej (A.2.U2; A.2.U3), dbając o przyjazne edukacyjne środowisko rozwoju dzieci/uczniów, z uwzględnieniem ich indywidualnych potrzeb, możliwości i uzdolnień (C.U1)	PP_U_01 PP_U_09	4 4
PP-C-BD_SO _3		studentka/student ma gotowość do przestrzegania zasad etycznego postępowania w procesie wychowania i kształcenia dzieci, do odpowiedzialnego organizowania dziecięcego uczenia się (D.K1) i kierowania się wrażliwością etyczną, empatią, otwartością w relacji z wychowankiem (C.K1)	PP_K_01 PP_K_03	4 4

9.	Methods of conducting classes		
Code	**Category**	**Name (description)**
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*
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*
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*
d03	Programmed learning methods	Working with another teaching tool *e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools*
f01	Methods of self-learning	Self-education *a method which involves independent acquisition of knowledge, skills and social competences, extending their scope and quality; complementary to the learning process taking place in class; taking on the task of developing and adjusting qualifications on one's own; self-study*
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-C-BD_SO_fns_1	practical classes	10	course work	PP-C-BD_SO_1, PP-C-BD_SO_2, PP-C-BD_SO_3	a05, b02, b04, b07, b10, d03, f01, f02

11.	The student's work, apart from participation in classes, includes in particular:		
Code	**Category**	**Name (description)**	**Is it part of the BUNA?**
a01	Preparation for classes	Search for materials and review activities necessary for class participation *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*	No
a02	Preparation for classes	Literature reading / analysis of source materials *reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class*	No
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
b03	Consulting the curriculum and the organization of classes	Consulting the schedule *getting acquainted with the class schedule, possibly in the presence of the year tutor, in order to optimize participation in classes, including those supplementary to the core subjects listed in the pursued study programme*	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*	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.