

1.	Field of study	Pedagogy
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2025/2026 (winter term)
4.	Level of qualifications/degree	first-cycle studies
5.	Degree profile	general academic
6.	Mode of study	part-time

7.	General information about the module	
Module name		Supporting Children and Young People in Independent Learning and Development of Talents
Module code		W6-PE-KO-N1-WSU
Number of the ECTS credits		2
Language of instruction		Polish
Purpose and description of the content of education		W ramach modułu student/studentka zaznajomi się z wiedzą dotyczącą funkcjonowania procesów poznawczych, w tym uwagi i pamięci, a także pozna klasyfikacje stylów i strategii uczenia się. Uczestnik/Uczestniczka zajęć nauczy się diagnozować potrzeby i problemy związane z rozwijaniem własnych talentów i kierowaniem własnym uczeniem się. Student/studentka pozna podstawowe sposoby wspierania samodzielnego uczenia się oraz nauczy się projektować pracę z osobą na podstawie przeprowadzonej diagnozy jej trudności w stosowaniu strategii uczenia się. Na zajęciach szczególnie akcent zostanie położony na wspomaganie członków rodziny – zarówno dzieci jak i dorosłych - w samodzielnym kierowaniu zwiększaniem własnych kompetencji.
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)	
PE-KO-N1-WSU_K_1	student/studentka jest gotowy/gotowa do stałego podwyższania własnych kompetencji zawodowych; jest świadomy/świadoma wagi zachowywania standardów etycznych oraz kultury komunikacji w pracy z drugim człowiekiem	K_K01	3	
PE-KO-N1-WSU_U_1	student/studentka potrafi diagnozować zainteresowania dzieci, młodzieży oraz dorosłych oraz ich potrzeby dotyczące uczenia się oraz ustawicznego podnoszenia kompetencji w interesujących obszarach; potrafi diagnozować preferowane przez osobę styl oraz strategie uczenia się, rozbudzać zainteresowania i rozwijać uzdolnienia uczniów; potrafi diagnozować problemy w funkcjonowaniu uwagi i pamięci oraz trudności w samodzielnym planowaniu, realizacji oraz ocenie procesu własnego uczenia się	K_U06	3	
PE-KO-N1-WSU_U_2	student/studentka potrafi stworzyć plan wspierania osoby (dziecka, nastolatka, dorosłego) w rozwijaniu posiadanych przez nią talentów oraz w samodzielnym uczeniu się na podstawie diagnozy jej potrzeb oraz problemów w funkcjonowania procesów poznawczych oraz trudności w stosowaniu strategii uczenia się; potrafi zaprezentować wyniki przeprowadzonych badań diagnostycznych oraz opracowany na ich postawie plan wspomagania ustawicznego uczenia się diagnozowanej osoby	K_U03	3	
PE-KO-N1-WSU_W_1	student/studentka zna i rozumie teorie dotyczące uczenia się, a zwłaszcza przetwarzania informacji; zna i definiuje pojęcia takie jak: meta poznanie, samoregulacja, styl uczenia się, strategia uczenia się; zna w stopniu zaawansowanym	K_W02	3	

	wiadomości na temat procesów poznawczych (uwagi, pamięci, myślenia) oraz ich funkcjonowania w zależności od etapu życia osoby; ma gruntowną wiedzę na temat stylów oraz strategii uczenia się oraz sposobów ich klasyfikowania; zna i wymienia podstawowe grupy sposobów wspomagania samodzielności w uczeniu się, wskazuje strategie uczenia się, szczególnie pamięciowe, poznawcze, metapoznawcze i afektywne, których stosowanie jest przydatne w procesie ustawicznego uczenia się		
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9. Methods of conducting classes		
Code	Category	Name (description)
b03	Problem-solving methods	Activating method – educational games <i>learning content in the guise of a rule- and/or principle-based game; conducted in a deliberately arranged situation based on the description of relevant facts and processes; learners compete with one another within the framework of rules laid down by the academic teacher; varieties include simulation games – involving a simulation of real situations; decision games – based on the decision-making process and the recognition of the consequences of the decisions made (e.g., a decision tree); psychological games – increasing the emotional-volitional component of the participants' attitudes</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>
b10	Problem-solving methods	SWOT analysis <i>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</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>
f01	Methods of self-learning	Self-education <i>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</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
PEKO-N1-WSU_fs	practical classes	14	course work	PE-KO-N1- WSU_K_1, PE-KO-	b03, b04, b10, e04, f01, f02

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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 <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>	No	
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	

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>.