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| 1. | Field of study | Pedagogy |
| 2. | Faculty | Faculty of Fine Arts and Educational Science |
| 3. | Academic year of entry | 2023/2024 (winter term) |
| 4. | Level of qualifications/degree | first-cycle studies |
| 5. | Degree profile | general academic |
| 6. | Mode of study | full-time |

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| 7. General information about the module | |
| Module name | Fundamentals of Methodology of Care and Educational Work |
| Module code | W6-PE-EZ-S1-PMPO |
| Number of the ECTS credits | 4 |
| Language of instruction | Polish |
| Purpose and description of the content of education | W obszarze zainteresowania tego modułu jest ukazanie specyfiki i znaczenia metodyki pracy opiekuńczo-wychowawczej w kreowaniu, aktualizowaniu, podwyższaniu kompetencji zawodowych opiekuna-wychowawcy, rozwijaniu jego kreatywności oraz w udoskonalaniu projektowania i przebiegu procesu opiekuńczo-wychowawczego poprzez dostarczanie wiedzy o pracy opiekuńczo-wychowawczej jako zorganizowanym cyklu działań, o celach, metodach, technikach, formach i zasadach postępowania w zakresie wychowania opiekuńczego i opieki wychowawczej. |
| List of modules that must be completed before starting this module (if necessary) | not applicable |

| 8. Learning outcomes of the module | | | |
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| Code | Description | Learning outcomes of the programme | Level of competenc (scale 1-5) |
| PE-EZ-S1-PMPO_K_1 | student/studentka jest gotów/gotowa do aktywnego uczestnictwa w grupach, organizacjach i instytucjach realizujących działania pedagogiczne na rzecz dobra podopiecznych, wychowanków na rzecz poprawy jakości pracy opiekuńczo-wychowawczej tych instytucji; jest gotów/gotowa do budowania systemu wartości i rozwijania postaw etycznych wychowanków oraz kształtowania ich nawyków kulturalnych i umiejętności współpracy | KN1_K01 KN1_K05 KN1_K06 | 2 2 2 |
| PE-EZ-S1-PMPO_U_1 | student/studentka potrafi kreować sytuacje opiekuńczo-wychowawcze służące aktywności i rozwojowi umiejętności współpracy, zainteresowań, kreatywności wychowanków; potrafi zaprojektować działania opiekuńczo-wychowawcze, dobierając formy metodyczno-organizacyjne umożliwiające lub wspierające pracę wychowawczą, profilaktyczną z dziećmi, młodzieżą, dorosłymi, uwzględniając ich zróżnicowane możliwości | KN1_U03 KN1_U05 KN1_U06 KN1_U07 KN1_U08 KN1_U09 KN1_U13 KN1_U14 K_U06 | 3 3 3 3 3 3 3 2 3 |
| PE-EZ-S1- | student/studentka potrafi przeanalizować koncepcję jednostek metodycznych pracy opiekuńczo-wychowawczej i metod | | |

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| PMPO_U_2 | działania wychowawczego; potrafi ocenić skuteczność podejmowanych zadań opiekuńczo-wychowawczych w różnych formach opieki; potrafi dokonać refleksji nad własnymi, pożądanymi, nowymi możliwościami i kierunkami pracy i współpracy z wychowaniem, jego rodziną | KN1_U01 KN1_U18 K_U09 | 3 3 3 |
| PE-EZ-S1- PMPO_W_1 | zna i rozumie istotę metodyki pracy opiekuńczo-wychowawczej (jej cele, funkcje, rozwiązania merytoryczne i metodyczne, dobre praktyki, dostosowanie oddziaływań do potrzeb i możliwości wychowanków, podopiecznych lub grup wychowawczych o różnym potencjale); zna i rozumie organizację procesu opiekuńczo-wychowawczego, która nawiązuje do różnicowanych modeli form opieki nad dzieckiem; zna i rozumie zadania opiekuńczo-wychowawcze i warunki ich realizacji w prawidłowej i zgodnej z zasadami bezpieczeństwa organizacji w placówce | KN1_W04 KN1_W11 KN1_W15 K_W01 K_W05 | 3 3 3 4 2 |
| PE-EZ-S1- PMPO_W_2 | student/studentka zna i rozumie kompetencje merytoryczne, dydaktyczne i wychowawcze opiekuna-wychowawcy, w tym potrzebę zawodowego rozwoju, także z wykorzystaniem technologii informacyjno-komunikacyjne; zna i rozumie znaczenie autorytetu opiekuna-wychowawcy oraz zasady interakcji wychowanka i wychowawcy w toku procesu opiekuńczo-wychowawczego; zna i rozumie rolę opiekuna-wychowawcy w rozwijaniu umiejętności osobistych i społeczno-emocjonalnych podopiecznych i wychowanków oraz w podtrzymywaniu współpracy z rodzicami, opiekunami wychowanków | KN1_W03 | 3 |

9. Methods of conducting classes

| Code | Category | Name (description) |
|------|--------------------------------------|--|
| a01 | Lecture methods / expository methods | Formal lecture/ course-related lecture <i>a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided</i> |
| 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> |
| b01 | Problem-solving methods | Problem-based lecture <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 <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> |
| 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> |

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| 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> |
| e07 | Practical methods | Simulation <i>an indirect method; imitating reality in order to gain experience approximating a real one; recreating a real-world situation so that its participant can acquire an experience close to the authentic one; work on "replacement" material</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 |
|--------------------|-------------------|-----------------|---|--|-----------------------------------|
| PE-EZ-S1-PMPO_fs_1 | lecture | 15 | exam | PE-EZ-S1-PMPO_W_1, PE-EZ-S1-PMPO_W_2 | a01, b01, b02, c02, c07 |
| PE-EZ-S1-PMPO_fs_2 | practical classes | 30 | course work | PE-EZ-S1-PMPO_K_1, PE-EZ-S1-PMPO_U_1, PE-EZ-S1-PMPO_U_2, PE-EZ-S1-PMPO_W_1 | a05, b04, b10, c07, e04, e07, f02 |

11. The student's work, apart from participation in classes, includes in particular:

| Code | Category | Name (description) | Is it part of the BUNA? |
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| 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 |
| b02 | Consulting the curriculum and the organization | Verification / adjustment / discussion of syllabus provisions | Yes |

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| | of classes | <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> | |
| 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 |
| d02 | Consulting the results of the verification of learning outcomes | Development of a corrective action plan as well as supplementary/corrective tasks <i>reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade</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>.