

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

7.	General information about the module	
Module name		Methods of Creative Resocialization
Module code		W6-PE-SR-S1-MTR
Number of the ECTS credits		3
Language of instruction		Polish
Purpose and description of the content of education		Program modułu zapoznaje studentów z wiedzą teoretyczną i praktyczną z zakresu założeń twórczej resocjalizacji, szczególnie metod i technik stosowanych w twórczej resocjalizacji. Kształtuje umiejętności wykorzystywania założeń do kreowania zajęć i ich realizowania, które można stosować w różnych środowiskach wychowawczych i resocjalizacyjnych.
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-SR-S1-MTR_K_1	student/studentka jest gotów/gotowa do okazywania empatii uczniom lub wychowankom potrzebującym wsparcia i pomocy (E.2R.K1.) oraz do autorefleksji nad rozwojem zawodowym w zakresie twórczej resocjalizacji (E.1R.K1)	K_K01 K_K03 KN3_K01	4 4 4
PE-SR-S1-MTR_U_1	student/studentka potrafi prezentować koncepcję twórczej resocjalizacji jako przykład oddziaływań destygmatyzujących (E.1R.U1) ; stosować podstawy teoretyczne metodyki pracy resocjalizacyjnej; analizować i stosować socjotechniki, psychotechniki, antropotechniki i kulturotechniki; analizować i stosować metody twórczej resocjalizacji w placówkach: teatr resocjalizacyjny, resocjalizację przez sport, muzykoterapię, plastykoterapię i dramę; analizować i stosować metody twórczej resocjalizacji w środowisku otwartym: teatr resocjalizacyjny, resocjalizację przez sport, muzykoterapię, plastykoterapię i dramę (E.2R.U2/U1.)	KN3_U01 KN3_U07 KN3_U08 KN3_U09 K_U02 K_U09	4 4 4 4 4 4
PE-SR-S1-MTR_W_1	student/studentka zna i rozumie podstawy pedagogiki resocjalizacyjnej: a w szczególności, koncepcje twórczej resocjalizacji jako przykłady oddziaływań destygmatyzujących i podstawy teoretyczne metodyki pracy resocjalizacyjnej (E.1R.W1.)	KN3_W03 KN3_W05 K_W01 K_W02	4 4 4 3

9. Methods of conducting classes		
Code	Category	Name (description)
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>
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>
b06	Problem-solving methods	Activating method – staged drama/drama <i>experiential learning; solving a problem by acting out a role; a.k.a. a role-playing method; role-players interpret their roles in an individual way; the identification with the role is achieved through the activation of the senses, imagination and speech, the stimulation of gesture and movement, etc.; the aim of drama is to experience situations, problems and events mediated by the role; staged drama is a role-playing method enriched with props and stage scenery illustrating a theme</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>
c03	Demonstration methods	Audio playback / audio drama <i>preparation and reproduction of sound material (audio recording) 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 a method of sound perception, including the appreciation of a musical piece, an artistic audio drama, an oral presentation of an artistic or scientific text as well as a media text; analysis of the sound material recorded on a carrier with a view to studying a sound-related phenomenon</i>
c06	Demonstration methods	Demonstration-imitation <i>a presentation of a model way of performing specific activities accompanied by a commentary; it aims at triggering imitation activities in an individual or in a group of participants observing the activities of the person teaching the course until the right habit is formed through regular exercise; the demonstration-imitation method is combined with a physical practice of activities/behaviours</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>

c09	Demonstration methods	Value-based methods – expressive methods <i>methods of accessing value-related knowledge, experiencing values in emotion-laden activities; creating situations enabling the creation or reproduction of values as a way of self-expression combined with experiencing values (individually or in a group); actions, most often creative, involving an expressive and suggestive way of expressing emotions</i>
d03	Programmed learning methods	Working with another teaching tool <i>e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools</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>
f03	Methods of self-learning	Conceptual work <i>a (mainly intellectual) activity carried out independently (or in a selected group) resulting in the creation of a concept, idea or project; creating a plan based on a vision; developing a general outline of a project; producing a simplified sketch of the variant versions of a procedure/product/work</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-SR-S1-MTR_fs_1	practical classes	30	course work	PE-SR-S1-MTR_K_1, PE-SR-S1-MTR_U_1, PE-SR-S1-MTR_W_1	b01, b03, b04, b06, b08, c02, c03, c06, c07, c09, d03, e04, f01, f03

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
a03	Preparation for classes	Developing practical skills <i>activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)</i>	Yes
a05	Preparation for classes	Production/preparation of tools, materials or documentation necessary for class participation <i>developing, preparing and assessing the usefulness of tools and materials (e.g. aids, scenarios, research tools, equipment, etc.) to be employed in class or as an aid when preparing for classes</i>	No
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

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
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
e02	Activities complementary to the classes	Publication of a work/presentation of an activity, also beyond the walls of the University <i>a set of activities carried out to disseminate (out of class) the effects of scholarly research, artistic, creative, project, construction, experimental work, etc., in the form of a classic presentation, exhibition, concert, projection, poster presentation, media mediated publication, in the digital form and as part of other activities; dissemination using various forms and tools</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>.