University of Silesia in Katowice

| 1. | Field of study | **Pedagogy: Pre-School Education and Early School Education** |
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| 2. | Faculty | Faculty of Fine Arts and Educational Science |
| 3. | Academic year of entry | 2025/2026 (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** | |
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| **Module name** | **Fundamentals of Social Education in Kindergarten and Grades I-III** | |
| Module code | PP-B4-PES | |
| Number of the ECTS credits | 2 | |
| Language of instruction | Polish | |
| Purpose and description of the content of education | Moduł koncentruje się na założeniach i realizacji zadań edukacji o środowisku społecznym, jego znaczeniu, elementach, przeszłości i teraźniejszości oraz sposobach wprowadzania tych informacji w pracy z dziećmi w wieku przedszkolnym i młodszym szkolnym. Założone efekty uczenia się będą realizowane w ramach zajęć w formie ćwiczeń i pracy własnej osób studiujących. | |
| 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) |
|---|---|---|---|
| PP-B4-PES_1 | studentka/student zna i rozumie społeczno-kulturowe, historyczne, etnograficzne, psychologiczne podstawy edukacji społecznej dzieci/uczniów i potrafi tę wiedzę wykorzystać w pracy z dziećmi w wieku przedszkolnym i młodszym wieku szkolnym do przedstawienia relacji międzyludzkich, środowiska społecznego, struktur społecznych i instytucji życia społecznego, ekonomicznego i zachodzących między nimi związków (B.4.W2; B.4.W3) | PP_W_02 PP_W_04 | 4 4 |
| PP-B4-PES_2 | studentka/student potrafi dostrzegać wzajemne związki i zależności między działalnością człowieka a funkcjonowaniem środowiska społecznego oraz organizować wartościowe rozwojowo i społecznie środowisko wychowawcze i ocenić przydatność typowych metod, procedur i dobrych praktyk do realizacji zadań związanych z edukacją społeczną dzieci młodszych (B.4.U2; A.2.U1; A.2.U4) | PP_U_01 PP_U_03 PP_U_04 | 3 3 2 |
| PP-B4-PES_3 | studentka/student przejawia gotowość do pogłębiania swojego rozumienia funkcjonowania świata społecznego, do rozpoznawania specyfiki środowiska lokalnego i regionalnego oraz ich wpływu na funkcjonowanie dzieci/uczniów, a także podejmowania współpracy na rzecz dobra tych środowisk oraz do wdrażania działań mających na celu edukację aksjologiczną, edukacje obywatelską | PP_K_06 PP_K_07 | 4 4 |

| 9. | **Methods of conducting classes** | | |
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| 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* | |

| b03 | Problem-solving methods | Activating method – educational games<br>*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* |
|---|---|---|
| b04 | Problem-solving methods | Activating method – discussion / debate<br>*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* |
| c07 | Demonstration methods | Screen presentation<br>*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* |
| e04 | Practical methods | Project scheduling<br>*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* |
| f02 | Methods of self-learning | Individual work with a text<br>*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 | | | | | |
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| Code | Name | Number of hours | Assessment of the learning outcomes of the module | Learning outcomes of the module | Methods of conducting classes |
|---|---|---|---|---|---|
| PP-B4-PES_fns_1 | practical classes | 10 | course work | PP-B4-PES_1, PP-B4-PES_2, PP-B4-PES_3 | a05, b03, b04, c07, e04, f02 |

| 11. | The student's work, apart from participation in classes, includes in particular: | | |
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| Code | Category | Name (description) | Is it part of the BUNA? |
|---|---|---|---|
| a02 | Preparation for classes | Literature reading / analysis of source materials<br>*reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class* | No |
| a05 | Preparation for classes | Production/preparation of tools, materials or documentation necessary for class participation<br>*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* | Yes |
| b01 | Consulting the curriculum and the organization of classes | Getting acquainted with the syllabus content<br>*reading through the syllabus and getting acquainted with its content* | No |

| b02 | Consulting the curriculum and the organization of classes | Verification / adjustment / discussion of syllabus provisions<br>*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 |
|---|---|---|---|
| c01 | Preparation for verification of learning outcomes | Determining the stages of task implementation contributing to the verification of learning outcomes<br>*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<br>*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<br>*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<br>*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* | 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.