

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	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	
Module name		Optional Block B - Development Support Expert
Module code		PP-C-BB_EWR
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 na celu ukształtowanie ekspertki/eksperta od wspierania rozwoju dziecka wyposażonej/ wyposażonego w bogatą wiedzę psychopedagogiczną oraz dotyczącą praw dziecka pozwalającą na integralne ujęcie funkcjonowania podopiecznych z uwzględnieniem ich zasobów, jak i deficytów, umiejętne planowanie i realizację procesu dydaktyczno-wychowawczego oraz wzmacnianie autonomii i potrzeb samostanowienia dzieci/uczniów, rozwijanie ich kreatywności, stymulowanie ich do pracy nad własnym rozwojem.
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-BB_EWR_1	studentka/student zna i rozumie modele ujmowania procesu wspierania rozwoju dziecka/ucznia i zadania edukacji przedszkolnej i wczesnoszkolnej w zakresie wspierania rozwoju dziecka/ucznia, również strategie stymulowania ich aktywności poznawczej, zasady wykorzystywania zabawy do stymulowania rozwoju wychowanka oraz rolę inicjacji: czytelniczej, teatralnej, muzycznej, plastycznej i technicznej (C.W1); zna możliwości wykorzystania w codziennej praktyce edukacyjnej różnorodnych sposobów organizowania środowiska uczenia się i nauczania, organizację przy uwzględnieniu specyficznych potrzeb i możliwości poszczególnych dzieci, uczniów lub grup, a także potrzebę wykorzystywania w pracy z wychowankiem informacji uzyskanych na jego temat od specjalistów oraz rodziców/ opiekunów (C.W2)	PP_W_03		3
		PP_W_08		3
		PP_W_11		3
		PP_W_12		3
PP-C-BB_EWR_2	studentka/student potrafi dobierać i modyfikować treści nauczania, środki oraz strategie działania edukacyjnego, tworzyć przyjazne środowisko rozwoju dzieci/uczniów, z uwzględnieniem ich indywidualnych potrzeb, możliwości i uzdolnień, z nastawieniem na osobowy i podmiotowy rozwój oraz zabawę angażującą emocjonalnie, motywacyjnie i poznawczo wszystkie dzieci/uczniów (C.U1; C.U2; C.U3; C.U5); potrafi rozwijać u dzieci/uczniów ciekawość, aktywność i samodzielność poznawczą oraz kreatywne podejście do zadań (C.U6)	PP_U_04		4
		PP_U_07		4
		PP_U_10		4
		PP_U_13		4
		PP_U_14		4

PP-C-BB _EWR_3	studentka/student przejawia gotowość do przyjęcia odpowiedzialności za integralny rozwój dzieci/uczniów i podejmowane działania pedagogiczne (C.K1) oraz do budowania relacji wzajemnego zaufania między wszystkimi podmiotami procesu wychowania i kształcenia, w tym rodzicami lub opiekunami dziecka/ucznia oraz włączania ich i specjalistów w działania sprzyjające efektywności edukacji (C.K3; C.K4)	PP_K_03	4
		PP_K_04	4

9. Methods of conducting classes		
Code	Category	Name (description)
a03	Lecture methods / expository methods	Description <i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</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>
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>
b07	Problem-solving methods	Activating methods: a case study <i>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</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>
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>
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
PP-C-BB_EWR_fns_1	practical classes	10	course work	PP-C-BB_EWR_1, PP-C-BB_EWR_2, PP-C-BB_EWR_3	a03, a05, b04, b07, b08, f02, 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
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 of classes	Verification / adjustment / discussion of syllabus provisions <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>			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
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>			No
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</i>			Yes

		<i>teacher, their verification or correction resulting in completing the task with at least the minimum passing grade</i>	
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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>.