



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Pedagogy and teaching methods [S1ETI2>PiMN]

### Course

Field of study

Education in Technology and Informatics

Year/Semester

1/1

Area of study (specialization)

–

Profile of study

general academic

Level of study

first-cycle

Course offered in

Polish

Form of study

full-time

Requirements

compulsory

### Number of hours

Lecture

15

Laboratory classes

0

Other

0

Tutorials

15

Projects/seminars

0

### Number of credit points

2,00

### Coordinators

### Lecturers

dr Radosław Kot

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### Prerequisites

Knowledge and social competences on the secondary education level

### Course objective

To emphasize educational process in wider theoretical context and teach students critical and problem thinking in this field

### Course-related learning outcomes

Knowledge:

Basic concepts of pedagogy, didactics, social psychology, and computer-assisted technical education.

Skills:

Is able to obtain information from literature, databases, and other sources, integrate them, interpret them, draw conclusions, formulate and justify opinions, as well as prepare and deliver oral presentations and documented studies on topics related to their field of study in both Polish and English.

Has the ability to self-educate and understands the need for lifelong professional learning.

## Social competences:

Understands the need for continuous professional development (e.g., through participation in courses and postgraduate studies) to enhance professional and social competencies, as well as the need to think and act in an entrepreneurial and innovative manner.

Is able to work independently on assigned tasks and collaborate within a team, assuming various roles.

Demonstrates professionalism and responsibility in decision-making related to the undertaken tasks.

Acts in accordance with professional ethics and is accountable for the reliability of their work results.

## Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Students' individual and collective presentations; oral test

3: 50.1%-70.0% 4: 70.1%-90.0% 5: od 90.1%

## Programme content

Pedagogy to other sciences

Subdisciplines in Pedagogy

Education among other forms of social impact

Characteristic of education

Contemporary trends in education

Educational environments: family, school, peer group

Methods of teaching

Lesson projects

## Course topics

The subject focuses on introducing the student to basic problems in the research field of Pedagogy. We start from the relationship between science and humanities to present the place of pedagogy in relation to other scientific disciplines. We analyze the criteria for the scientific nature of Pedagogy. We characterize its most important subdisciplines. Then we focus on showing the key conceptual category for the discipline, which is upbringing against the background of other social processes, which leads us to a detailed analysis of the features of upbringing. Next, we analyze the basic educational environments, such as family, school, peer group, using continuum tools developed by David Tuohy. We devote an important role to didactics, especially the issue of teaching methods - as is clear from the name of the subject. As part of the exercises, students practice working in task groups based on lecture content as well as literature fragments assigned for study. One of the final tasks is lesson design. They also present two presentations prepared at home - regarding contemporary concepts of upbringing and upbringing at individual stages of ontogenesis

## Teaching methods

lecture, discussion, problem method, case study

## Bibliography

Basic:

Śliwerski B., Pedagogika, Sopot 2010.

Śliwerski B., Kwieciński Z., Pedagogika. Podręcznik akademicki, Warszawa 2019.

Śliwerski B., Współczesne teorie i nurty wychowania, Kraków 2015.

Okoń W., Wprowadzenie do dydaktyki ogólnej, Warszawa 2016.

Debesse M., Etapy wychowania, Warszawa 2007.

Additional:

Kupisiewicz Cz., Podstawy dydaktyki ogólnej, Warszawa 2005.

Kwieciński Z., Pedagogie postu, Kraków 2012.

## Breakdown of average student's workload

	Hours	ECTS
Total workload	55	2,00
Classes requiring direct contact with the teacher	30	1,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	25	1,00