

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>		
<b>Name of the course in</b>	Polish	Alternative techniques of self-education
	English	Alternatywne techniki autoedukacji

### 1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

<b>1.1. Field of study</b>	Education
<b>1.2. Mode of study</b>	Stationary/part-time studies
<b>1.3. Level of study</b>	Bachelor's degree
<b>1.4. Profile of study*</b>	General academic
<b>1.5. Person/s preparing the course description</b>	dr hab. Małgorzata Stawiak-Ososińska prof. UJK
<b>1.6. Contact</b>	malgorzata.stawiak-ososinska@ujk.edu.pl

### 2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

<b>2.1. Language of instruction</b>	Polish/English
<b>2.2. Prerequisites*</b>	Basic knowledge of self-education

### 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	classes	
<b>3.2. Place of classes</b>	University teaching rooms	
<b>3.3. Form of assessment</b>	credit with grade	
<b>3.4. Teaching methods</b>	Practical methods of action, searching	
<b>3.5. Bibliography</b>	<b>Required reading</b>	Buzan T., Mapy myśli, Łódź 2008. Buzan T., Pamięć na zawołanie; metody i techniki pamięciowe, Łódź 2015. Buzan T., Rusz głową, Łódź 2015. Modern Mind Mapping for Smarter Thinking (e-book) Buzan T., Use Your Memory, 1995. Buzan T., Use Your Head
	<b>Further reading</b>	Giuseffi F. G., Self-Directed Learning Strategies in Adult Educational Contexts (Advances in Higher Education and Professional Development, Hollins P., The science of self-learning: How to Teach Yourself Anything, Learn More in Less Time, and Direct Your Own Education Wright W., The science of self-learning. How to Use Learning Strategies to Thinking Faster, Learn Yourself Anything, Improve Your Memory and Learning, 2019.

### 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<b>4.1. Course objectives (including form of classes)</b>	
C1-CW- Learning alternative forms of adult self-education. C2 -CU- Developing the ability to use various auto-educational techniques to expand one's own knowledge. C3-CK - Shaping a sense of responsibility for one's own development.	
<b>4.2. Detailed syllabus (including form of classes)</b>	
Classes	
<ol style="list-style-type: none"> <li>1. The course sheet and grading presentation. What is self-education?</li> <li>2. Learning styles. Conditions for effective learning.</li> <li>3. Basic memory techniques - workshops.</li> <li>4. Acronyms, acrostics, mnemonics in learning - workshops.</li> <li>5. Mind maps - workshops.</li> <li>6. Storytelling - workshops.</li> <li>7. Edward de Bono's six thinking hats method.</li> </ol>	

#### 4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of <b>KNOWLEDGE:</b>		
W01	Knows the terms: learning, formal, informal, non-formal education, self-education, self-	PED1A_W06/

	education, Kolb's cycle, lifelong learning, lifewide learning, e-learning, m-learning, we-learning	NAU1A_W02
W02	He knows the basic self-educational techniques helpful in designing his own development	PED1A_W17
within the scope of <b>ABILITIES:</b>		
U01	Is able to use the known self-educational techniques in acquiring new knowledge.	PED1A_U16
within the scope of <b>SOCIAL COMPETENCE:</b>		
K01	Can appreciate the importance of education in self-development.	PED1A_K10

#### 4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Sposób weryfikacji (+/-)			
	Phased works	Effort in class	Self-study	Group work
	<i>Form of classes</i>	<i>Form of classes</i>	<i>Form of classes</i>	<i>Form of classes</i>
	<i>C</i>	<i>C</i>	<i>C</i>	<i>C</i>
W01	+			
U01	+	+	+	+
K01			+	

*\*delete as appropriate*

#### 4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Kryterium oceny
classes (C)*	3	Preparation of phased works, project / mind map (weak) + weak involvement in activities + passive participation in workshops
	3,5	Preparation of phased works, project / mind map (average) + average involvement in classes + active participation in workshops
	4	Preparation of phased works, project / mind map (good) + high involvement in activities + active participation in workshops
	4,5	Preparation of phased works, project / mind map (very good) + very high involvement in classes + active participation in workshops
	5	Preparation of phased works, project / mind map (exemplary) + very high involvement in classes + active participation in workshops

#### 5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	<b>15</b>	<b>10</b>
<i>Participation in classes, seminars, laboratories*</i>	15	10
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	<b>10</b>	<b>15</b>
<i>Preparation of phased works, internet query</i>	6	9
<i>Development of a project / mind map</i>	4	6
<i>TOTAL NUMBER OF HOURS</i>	<b>25</b>	<b>25</b>
ECTS credits for the course of study	<b>1</b>	<b>1</b>

*\*delete as appropriate*

**Accepted for execution** (date and legible signatures of the teachers running the course in the given academic year)

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