

DESCRIPTION OF THE COURSE OF STUDY

Course code		
Name of the course in	Polish	Pedagogika opiekuńcza
	English	Care pedagogy

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

1.1. Field of study	Education
1.2. Mode of study	Full-time studies/ Extramural studies
1.3. Level of study	Bachelor's degree (first-cycle studies)
1.4. Profile of study	General academic
1.5. Person/s preparing the course description	dr Karolina Wiśniewska
1.6. Contact	karolina.wisniewska@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	Polish
2.2. Prerequisites	knowledge of basic pedagogical terms

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	Lectures, classes	
3.2. Place of classes	Teaching rooms at UJK	
3.3. Form of assessment	Exam, credited grade	
3.4. Teaching methods	Informative lecture, exercises, discussion,	
3.5. Bibliography	Required reading	<p>Andrzejewski M., Prawna ochrona rodziny, WSiP, Warszawa 1999</p> <p>Badora S., Z zagadnień pedagogiki opiekuńczej, PWSZ, Tarnobrzeg 2006</p> <p>Brańciel J., Badora S. (red.), Formy opieki wychowania i wsparcia w zreformowanym systemie opieki społecznej, Wyd. Uniwersytet Opolski, Opole 2005</p> <p>Gajewska G., Pedagogika opiekuńcza i jej metodyka. Wybrane zagadnienia teorii, metodyki i praktyki opiekuńczo-wychowawczej, Zielona Góra 2004</p> <p>Matyjas B., Stojcka-Zuber R. (red.), Opieka i wychowanie w rodzinie, szkole i środowisku, Wyd. Akademii Świętokrzyskiej, Kielce 2007</p> <p>Róg A., Wioski dziecięce SOS w Polsce. Funkcjonowanie w lokalnych społecznościach, Tarnobrzeg 2009</p>
	Further reading	<p>Dąbrowski Z., Pedagogika opiekuńcza, t. I i II, Wyd. Uniwersytetu Warmińsko-Mazurskiego, Olsztyn 2006</p> <p>Falkowska M., Kalendarz życia, działalności i twórczości Janusza Korczaka, „Nasza Księgarnia”, Warszawa 1989</p> <p>Forma P., Rodzina wielodzietna jako środowisko wychowawczo-educacyjne. Diagnoza i możliwości wsparcia (na przykładzie województwa świętokrzyskiego), Wyd. Impuls, Kraków 2011</p> <p>Gajewska G., Warsztat pracy pedagoga, t.1-6, Cogito, Zielona Góra 2001</p> <p>Kamińska U., Zarys metodyki pracy opiekuńczo-wychowawczej w rodzinnych i instytucjonalnych formach wychowania, Katowice 2002</p>

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1. Course objectives (including form of classes)

Lectures

- C1. Familiarizing students with the scope of sciences about protective education of children and youth.
- C2. Preparing students to understand concepts, legal terminology regarding care, including foster care.
- C3. Shaping the attitude of openness and tolerance and the ability to discuss caring issues.

Classes

- C1. Familiarisation with the systems of care and the principles of work in a care institution.
- C2. To develop the ability to plan the process of care and upbringing in an educational-care centre.
- C3. To develop readiness for responsible preparation for future professional work and undertaking care and educational activities in care and educational institutions.

4.2. Detailed syllabus (including form of classes)

Lectures

1. Getting to know the subject card and conditions of credit
2. Introduction to the basic terminology of caring pedagogy
3. The Polish care system for orphan child - assumptions and reality
4. The Family and Guardianship Code as an indicator of the regulation of children's rights in the family
5. Care for family and child in Poland
6. Forms of helping a child and a family in a reformed social service system
7. The specificity of compensating and caring education
8. The educational system of Janusz Korczak
9. Kazimierz Jeżewski - the precursor of caring pedagogy
10. Czesław Babicki - the precursor of caring pedagogy
11. Bronisław Markiewicz - the founder of educational institutions for abandoned and neglected youth

Classes

1. Care and upbringing - proportion of concepts
2. Orphanhood and orphan disease - symptoms, effects
3. Family forms of care for an orphaned child
4. Adoptive family as a form of childcare
5. Pedagogical and legal aspects of the functioning of foster families in the contemporary system of child care
6. Daytime support facilities - family facility
7. Family orphanages as a form of care for orphaned children - legal and pedagogical
8. Assumption SOS Children's Villages and their functioning

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	knows the principles and relevant procedures applied in foster care and educational establishments	PED1A_W07 NAU1A_W04
W02	knows the characteristics of children undergoing care and compensatory education in educational establishments	PED1A_W14
W03	knows the specificity, aims, legal basis, organisation and functioning of residential institutions	PED1A_W20
within the scope of ABILITIES:		
U01	can assess the suitability of procedures for the implementation of care and educational tasks resulting from the specificity of particular care and educational establishments	PED1A_U10
U02	is able to implement activities supporting the compensation of deficiencies in care and educational institutions	PED1A_U14
U03	can design and implement care activities to meet the needs of the wards of care and educational institutions	NAU1A_U05
within the scope of SOCIAL COMPETENCE:		
K01	is prepared to develop pedagogical activities in the social environment and in the educational establishments situated therein	PED1A_K01 NAU1A_K01
K02	is prepared to prepare responsibly for his/her work and to carry out care and educational work in institutions	PED1A_K10

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)											
	Exam oral/written			Test			Presentation			Effort in class		
	Form of classes			Form of classes			Form of classes			Form of classes		
	L	C	...	L	C	...	L	C	...	L	C	...
W01	X											
W02	X											
W03	X										X	
U01					X			X			X	
U02					X			X				
U03					X			X			X	
K01					X			X			X	

K02					X			X			X
W01					X			X			X

**delete as appropriate*

4.5. Criteria of assessment of the intended learning outcomes		
Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	50% or more of the examination points
	3,5	61% or more of the examination points
	4	71% or more of the examination points
	4,5	81% or more of the examination points
	5	91% or more of the examination points
classes (C)* (including e-learning)	3	from 50% of the points obtained for the colloquium and preparation of the project and effort in classes
	3,5	from 61% of the points obtained for the colloquium and preparation of the project and effort in classes
	4	from 71% of the points obtained for the colloquium and preparation of the project and effort in classes
	4,5	from 81% of the points obtained for the colloquium and preparation of the project and effort in classes
	5	from 91% of the points obtained for the colloquium and preparation of the project and effort in classes

5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/	62	42
<i>Participation in lectures</i>	30	20
<i>Participation in classes, seminars, laboratories</i>	30	20
<i>Preparation in the exam/ final test</i>	2	2
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	13	33
<i>Preparation for the lecture</i>	2	8
<i>Preparation for the classes</i>	2	7
<i>Preparation for the exam/test</i>	6	15
<i>Preparation of multimedia presentation</i>	3	3
TOTAL NUMBER OF HOURS	75	75
ECTS credits for the course of study	3	3

**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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