

DESCRIPTION OF THE COURSE OF STUDY

Course code	0112-3PPW-A2.4-PW	
Name of the course in	Polish	Pedagogika wczesnoszkolna
	English	Early School Pedagogy

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

1.1. Field of study	Education
1.2. Mode of study	studia stacjonarne /studia niestacjonarne
1.3. Level of study	Master's degree
1.4. Profile of study*	ogólnoakademicki
1.5. Person/s preparing the course description	dr hab. Zuzanna Zbróg, prof. ucz.
1.6. Contact	zzbrog@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English
2.2. Prerequisites*	none

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	lectures and classes	
3.2. Place of classes	JKU teaching rooms	
3.3. Form of assessment	Credit/examination	
3.4. Teaching methods	project, PowerPoint presentation, essay, review of a scientific article, discussion, final exam	
3.5. Bibliography	Required reading	<ol style="list-style-type: none"> 1. Cohen L. (Ed.) (2017). <i>Theories of Early Childhood Education. Developmental, Behaviorist, and Critical group work</i>. Taylor & Francis. 2. Saracho C. (Ed.) (2014). <i>Handbook of Research Methods in Early Childhood Education</i>. Taylor & Francis. 3. Becker C. & Roos J. (2016) An approach to creative speaking activities in the young learners' classroom, <i>Education Inquiry</i>, 7:1, 27613, DOI: 10.3402/edui.v7.27613
	Further reading	Articles from journals: e.g. <i>European Early Childhood Education Research Journal</i> , <i>Journal of Research in Childhood Education</i> , <i>Journal of Education and Learning</i>

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<p>4.1. Course objectives</p> <p><u>Lectures:</u></p> <p>C1 – introduction to the characteristics of early childhood education as a subdiscipline of pedagogy, its research problems and development perspective;</p> <p>C2 – identifying early school pedagogy discourses and their theoretical and practical contexts;</p> <p>C3 – raising awareness of the relationship between theory and practice in the area of early childhood education, in particular with regard to the relationship between the developmental needs of children aged 7-10 and the organization of their learning process - the role of a teacher in modern early childhood education.</p> <p><u>Classes:</u></p> <p>C1 - developing the ability to analyze complex contexts (sociological, psychological, pedagogical) in the education of early school children with the use of professional and scientific literature;</p> <p>C2 - designing educational situations including individual, environmental and institutional circumstances of the effectiveness of education in grades I-III;</p>
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C3 - acquiring the skills to support the development of children in accordance with individual needs, principles of internal motivation and formative assessment;
 C4 – familiarizing with activating strategies of working with early school children, fostering the development of critical and creative thinking, including: philosophizing, cooperation and problem solving skills during the group work.

4.2. Detailed syllabus

Lectures:

1. Introduction to the syllabus and assessment criteria.
2. Early school education as a science.
3. Early school pedagogy discourses.
4. Concepts of knowledge and learning.
5. Contemporary models of teachers in grades 1-3.
6. Teacher-student relationship.
7. Developing critical and creative thinking in early school children.
8. Group work in the primary classroom - collaborative learning.

Classes:

1. Introduction to the syllabus and assessment criteria.
2. Getting to know other students.
3. Curricula and textbooks as the elements of culture.
4. Creating conditions for the construction of knowledge.
5. Collaborative learning.
6. Teaching and learning strategies.
7. Designing the learning process of students.
8. Learning motivation.
9. The role and importance of problem solving strategies in developing independent thinking and acting.
10. Assessment and monitoring of the student's work.
11. Questions – their importance for developing thinking and learning skills.
12. The process of the upbringing of younger school-age children.
13. Philosophizing with children. Developing critical and creative thinking.

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	has knowledge of classical and contemporary concepts of early childhood pedagogy, including those related to upbringing, learning, and teaching, as well as their applied values; is able to critically evaluate and creatively use them	PPW_W02
W02	has knowledge of the differentiated abilities of pupils at younger school age and of how to adapt developmental and educational tasks to them, including those connected with disorders or accelerated development	PPW_W13
W03	has knowledge of the teacher/educator's role in developing positive behaviour in pupils in grades 1 to 3, including through the use of philosophy with children	PPW_W16
W04	has knowledge of the different types and functions of assessment, including formative assessment and feedback	PPW_W15
within the scope of ABILITIES:		
U01	has research skills: presents and interprets the results of scientific research, draws conclusions in the form of a scientific review of a selected article from the field of early childhood pedagogy	PPW_U18
U02	uses a range of approaches to organise the learning environment, including collaborative learning, in designing the learning process for pupils in grades 1 to 3, taking into account the specific needs and abilities of the group and individual pupils	PPW_U03
U03	has skills in: recognising the needs, capabilities, talents of each child/pupil with a view to modifying the curriculum, improving working methods, designing individualised	PPW_U02

	tasks, etc.	
U04	develop pupils' key competences, especially critical thinking, creativity, and independent and collaborative problem-solving skills	PPW_U07
U05	effectively animates and monitors the delivery of children's/pupils' group learning activities using, among other things, various forms of play	PPW_U08
within the scope of SOCIAL COMPETENCE:		
K01	designs activities aimed at axiological education and education towards values - introducing pupils to the world of values, e.g. through the children's philosophy	PPW_K07

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes					
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01	+				+						+										
W02											+			+							
W03	+				+				+												
W04	+				+									+							
U01									+					+							
U02	+								+								+				
U03											+			+			+				
U04									+		+			+							
U05									+					+			+				
K01														+			+				

*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	Written examination passed between: 51–60%.
	3,5	Written examination passed between: 61–70%.
	4	Written examination passed between: 71–80%.
	4,5	Written examination passed between: 81–90%.
	5	Written examination passed between: 91–100%.
classes (C)* (including e-learning)	3	The total of points from all planned forms of verification of learning outcomes between: 51–60%.
	3,5	The total of points from all planned forms of verification of learning outcomes between: 61–70%.
	4	The total of points from all planned forms of verification of learning outcomes between: 71–80%.
	4,5	The total of points from all planned forms of verification of learning outcomes between: 81–90%.
	5	The total of points from all planned forms of verification of learning outcomes between: 91–100%.

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>	52	37
<i>Participation in lectures*</i>	20	15
<i>Participation in classes, seminars, laboratories*</i>	30	20
<i>Preparation in the exam/ final test*</i>	2	2
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	73	88
<i>Preparation for the classes, seminars, laboratories*</i>	33	40
<i>Preparation for the exam/test*</i>	20	23
<i>Gathering materials for the project/Internet query*</i>	20	25

<i>TOTAL NUMBER OF HOURS</i>	<i>125</i>	<i>125</i>
ECTS credits for the course of study	5	5

**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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