DESCRIPTION OF THE COURSE OF STUDY

Course code		
Name of the course in	Polish	Innowacje w pracy opiekuńczo-wychowawczej
	English	Innovations in caring and educational work

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	Master's degree
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 care care and educational work methodics

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes		classes
3.2. Place of classes		teaching rooms at UJK
3.3. Form of assessment		graded credit
3.4. Teaching methods		passing method, demonstration, project
3.5. Bibliography	**Required reading**	Alternatywy w edukacji, red. B. Śliwerski i A. Rozmus, Krakow 2018. Innowacyjność w praktyce pedagogicznej, t.1, teoria i praktyka, red. U. Szuścik i R. Raszka, Katowice 2017. M. Witkowska, A. Jagiełło-Rusiłowski, Pedagogika innowacji (internet) B. Przyborowska, Pedagogika innowacyjności. Między teorią a praktyką, Toruń 2013. K. Najder-Stefaniak, Wstęp do innowatyki, Warszawa 2010.
	Further reading	Innowacyjne narzędzia i metody w poradnictwie i doradztwie kariery, w: eurodoradztwo.praca.gov.pl/publikacje/52.pdf Innowacyjne narzędzia do diagnozy potencjału readaptacyjnego, w: https://depot.ceon.pl/bitstream/handle/123456789/6544/Innowacyjne_PWN.pdf?...1 Innowacyjne metody promocji zatrudnienia w zawodach ginących i niszowych i mało popularnych, w: https://www.researchgate.net/...Zatrudnienie_w_zawodach_niszowych_ginacych...malo_...\ Innowacyjne rozwiązania w pracy z dziećmi cudzoziemskimi w systemie edukacji. Przykłady praktyczne, pod red. N. Klorek i K. Kubin, Warszawa 2012.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1. Course objectives *(including form of classes)*
C1. Acquainting students with selected pedagogical innovations applicable in the work of educators.
C2. Shaping the skills of a critical approach to various pedagogical "novelties".
C3. Shaping the attitude of openness to innovative pedagogical solutions.

4.2. Detailed syllabus *(including form of classes)*
Classes
1. The course syllabus and grading presentation.
2. Basic concepts related to pedagogical innovations. Types of pedagogical innovations. Sources of pedagogical innovations
3. Biofeedback - the use of computer technologies in the therapy of selected behavioural disorders.
4. Modern techniques of working with a child: developing memory and creativity.
5. Fairy-tale therapy in the therapy of children, adolescents, and adults.
6. Laughter therapy (gelotology) in pedagogical work.
7. Using the Kofoed School method in preparing adults for work in aid organisations

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of **KNOWLEDGE:**		
W01	knows the terminology of pedagogical innovation, characterises the different types of innovation.	PED2A_W01
W02	knows innovative solutions used in care and upbringing work.	NAU2A_W04
W03	knows cultural conditions of care and upbringing processes	PED2A_W11
within the scope of **ABILITIES:**		
U01	is able to perceive the signs of innovativeness in new solutions and methods of care and upbringing work.	PED2A_U05
within the scope of **SOCIAL COMPETENCE:**		
K01	is critical towards various solutions bearing the signs of innovativeness applied in care and educational work	PED2A_K02
K02	understands the importance of innovation in pedagogical progress.	NAU2_K04

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)								
	Test			Project			Effort in class		
	Form of classes			Form of classes			Form of classes		
	L	C	...	L	C	...	L	C	...
W01		X							
W02					X			X	
W03					X				
U01					X			X	
K01					X			X	
K02					X				

*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
classes (C)* (including e-learning)	3	Obtained 50-60% points at the test +project preparation (poor) + poor engagement in class + passive participation in class
	3,5	Obtained 61-70% points at the test + project preparation (average)+ average engagement in classes + active participation in classes
	4	Obtained 71-80% points at the test + project preparation (good)+ high engagement in classes + active participation in classes
	4,5	Obtained 81-90% points at the test + project preparation (very good)+ very high engagement in classes + active participation in classes
	5	Obtained 91-100% points at the test + project preparation (exemplary)+ very high engagement in classes + active participation 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/	**16**	**11**
Participation in classes	15	10
Preparation in the final test	1	1
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	**21,5**	**26,5**
Preparation for the classes	8	10
Preparation for the test	3,5	3,5
Gathering materials for the project/Internet query	6	8
Preparation of multimedia presentation	4	5
TOTAL NUMBER OF HOURS	**37,5**	**37,5**

ECTS credits for the course of study	1,5	1,5

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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