

DESCRIPTION OF THE COURSE OF STUDY

Course code	0112-3PPW-C24-WIELPS	
Name of the course in	Polish	Wielokulturowość w przedszkolu i w klasach I-III
	English	Multiculturalism in Preschool and Grades 1-3

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 and part-time 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 Paweł Garbuzik
1.6. Contact	pawel.garbuzik@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	Polish/English
2.2. Prerequisites*	Social Pedagogy, Pre-school Pedagogy, Early School Pedagogy

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	Classes	
3.2. Place of classes	Didactic rooms	
3.3. Form of assessment	Grade	
3.4. Teaching methods	Feeding methods (paper, information lecture) Problem methods (conversation lecture, multiple discussion, brainstorming discussion, problem method, case analysis) Exposing methods (video)	
3.5. Bibliography	Required reading	<ol style="list-style-type: none"> 1. Grzybowski P., Edukacja europejska - od wielokulturowości do międzykulturowości, Oficyna Wydawnicza Impuls, Kraków 2009. 2. Melosik Z., Teoria i praktyka edukacji wielokulturowej, Oficyna Wydawnicza Impuls, Kraków 2007. 3. Nikitorowicz Jerzy, Edukacja regionalna i międzykulturowa, Wydawnictwo Akademickie i Profesjonalne, Warszawa 2009. 4. Nikitorowicz J. Kreowanie tożsamości dziecka. Wyzwania edukacji międzykulturowej, GWP, Gdańsk 2009. 5. Podstawa programowa wychowania przedszkolnego dla przedszkoli, oddziałów przedszkolnych w szkołach podstawowych oraz innych form wychowania przedszkolnego. 6. Podstawa programowa kształcenia ogólnego dla szkoły podstawowej.
	Further reading	<ol style="list-style-type: none"> 1. Białek K. red., Międzykulturowość w szkole. Poradnik dla nauczycieli i specjalistów, Wydawnictwo ORE, Warszawa 2015. 2. Kusio U., Dialog w komunikacji międzykulturowej. Ideały a rzeczywistość, Wydawnictwo UMCS, Toruń 2011. 3. Szopski M., Komunikowanie międzykulturowe, Wydawnictwo Szkolne i Pedagogiczne, Warszawa 2005. 4. Czasopisma z dziedziny wychowania przedszkolnego np.: „Wychowanie w Przedszkolu”, „Bliżej Przedszkola”, „Życie Szkoły”, „Nauczanie Początkowe”.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1 Course objectives
C1: Preparing students to undertake educational activities that shape identity, attitudes of openness and understanding for cultural diversity.
C2: Developing the ability to design identity-shaping learning situations and countering prejudices and discrimination.
C3: Shaping attitudes of tolerance, openness, willingness to cooperate.
C4: Developing effective communication skills and showing the value of dialogue.

4.1. Detailed syllabus (including form of classes)

1. Acquainting students with the course syllabus and the conditions of passing.
2. The essence of a multicultural society.
3. Intercultural education in Poland - legal regulations.
4. The challenges of education in the conditions of multiculturalism
5. Identity. The process of shaping identity and its types.
6. Stereotypes, prejudices, discrimination.
7. Teacher in a multicultural preschool group and class, substantive preparation, competences, fields of cooperation with other educators and parents.
8. How to teach about human rights and tolerance in a kindergarten group, school class? - educational project.
9. A representative of a selected ethnic and national minority in the kindergarten group and school class - educational project.
10. Representative of a selected national minority in the kindergarten group and school class - educational project.
11. Multicultural education in the kindergarten group and school class - an educational project

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	Demonstrates structured knowledge of multiculturalism and interculturalism in the contemporary world;	PPW_W07
W02	Recalls and explains the rights of the child and how to enforce and promote them in the school and local environment;	PPW_W08
W03	Lists and applies the principles of an effective process of social communication and the causes of its disturbance;	PPW_W17
within the scope of ABILITIES:		
U01	Presents intercultural competences allowing for effective work in culturally diverse environments;	PPW_U12
U02	Identifies natural and spontaneous behaviors of children and students in order to analyze motives and patterns of behavior, diagnose and design strategies of educational activities in relation to culturally diverse people and environments;	PPW_U09
within the scope of SOCIAL COMPETENCE:		
K01	Presents intercultural competences allowing for effective work in culturally diverse environments;	PPW_K02
K02	Identifies natural and spontaneous behavior of children and students in order to analyze motives and patterns of behavior, diagnose and design strategies of educational activities in relation to culturally diverse people and environments.	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			Form of classes		
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01								X			X						X				
W02								X			X						X				
W03								X			X						X				
U01								X			X						X				
U02								X			X						X				
K01								X			X						X				
K02								X			X						X				

*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
classes (C)	3	50-60% maximum score for the project
	3,5	61-69% maximum score for the project
	4	70-82% maximum score for the project; showed activity during exercise
	4,5	83-89% maximum score for the project; showed activity during exercise
	5	90-100% maximum score for the project; showed activity during exercise

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>	32	22
<i>Participation in classes</i>	30	20
<i>Participation in a final test</i>	2	2
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	43	53
<i>Preparation for exercises</i>	15	20
<i>Preparation for the final test</i>	8	8
<i>Gathering materials for the project</i>	15	20
<i>Development of a multimedia presentation</i>	5	5
<i>TOTAL NUMBER OF HOURS</i>	75	75
ECTS credits for the course of study	2	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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