

DESCRIPTION OF THE COURSE OF STUDY

Course code		
Name of the course in	Polish	Pedagogika społeczna
	English	Social Pedagogy

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

1.1. Field of study	Social Work
1.2. Mode of study	Full-time studies/ Extramural studies
1.3. Level of study	Bachelor's degree
1.4. Profile of study*	General academic
1.5. Person/s preparing the course description	
1.6. Contact	

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	Polish
2.2. Prerequisites*	General knowledge of pedagogy, sociology

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/course credit	
3.4. Teaching methods	traditional lecture, conversation lecture, case study, project method, didactic discussion	
3.5. Bibliography	Required reading	<ol style="list-style-type: none"> 1. Badora S., Czeredrecka B., Marzec D., Rodzina i formy jej wspomagania, Kraków 2001. 2. Róg A., Wioski Dziecięce SOS. Funkcjonowanie w lokalnych społecznościach, Tarnobrzeg 2009. 3. Pilch T., Lepalczyk I. (red.), Pedagogika społeczna. Człowiek w zmieniającym się świecie, Warszawa 2003. 4. Marynowicz – Hetka E., Pedagogika społeczna, Warszawa 2006. 5. Ryszard Borowicz, Kwestie społeczne: trudne do rozwiązania czy nierozwiązywalne?, Toruń 2008. 6. Jan Łopatko, Ubóstwo w Polsce-skala, dynamika, struktura, [w:] Ryszard Szarfenberg, Cezary Żołędowski, Maria Theiss (red.), Ubóstwo i wykluczenie społeczne-perspektywa poznawcza, Warszawa 2010. 7. Emilia Jaroszevska, Bezdomni, jako zbiorowość wykluczona społecznie, [w:] Ryszard Szarfenberg, Cezary Żołędowski, Maria Theiss (red.), Ubóstwo i wykluczenie społeczne-perspektywa poznawcza, Warszawa 2010.
	Further reading	<ol style="list-style-type: none"> 1. Kawula S. (red.), Pedagogika społeczna. Dokonania – aktualność – perspektywy, Toruń 2005. 2. Kawula S., Brągiel J., Janke A. W, Pedagogika rodziny. Obszary i panorama pedagogiki, Toruń 2006. 3. Matyjas B. (red.), Współczesne problemy pedagogiki społecznej i pracy socjalnej: wybrane zagadnie w świetle analiz i badań, Kielce 2007. 4. Bożena Matyjas, Dzieciństwo w kryzysie. Etiologia zjawiska, Warszawa 2008. 5. Krzysztof Frysztacki, Socjologia problemów społecznych, Warszawa 2009. 6. Czasopismo „Pedagogika Społeczna”.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1. Course objectives (including form of classes)

Lecture

C1 – introducing students to modern discourse on social pedagogy and helping to understand the meaning of study of pedagogical environments;

C2 – Developing skills of recognising specific roles of different pedagogical environments and processes taking place

within them

C3 – Developing an active attitude towards important social issues

C4 – Sensitising about main social issues and developing an ability to assess them in a critical way.

Classes

C1 – Introducing students to basic notions from the field of social pedagogy and knowledge about basic pedagogical and socialising environments

C2 – Developing skills of recognising specific roles of different pedagogical environments and processes taking place within them

C3 – Developing the attitude of willingness to work in groups and active participation in the group's activity.

4.2. Detailed syllabus (including form of classes)

Lectures

1. Introduction to the subject area of the classes, discussing the course card and the form of crediting
2. Genesis of social pedagogy as well as precursors and creators of this discipline, basic notions
3. Social pedagogy as a scientific subdiscipline and its areas
4. Environment as a basic conceptual category of social pedagogy.
5. Family as a basic pedagogical environment
6. Prophylaxis, compensation and social support as basic areas of social pedagogue's activity
7. Selected areas of human activity: culture, free time, recreation, social and civil activity, non-governmental and voluntary organisations.
8. Organisations and social associations as well as non-governmental organisations and their functions

Classes

1. Family and its influence on the development of an individual. Transformations of a modern Polish family.
2. Local environment as a basic framework of human life.
3. School and class as a socio-pedagogical environment
4. Peer group in the life of an individual.
5. Selected social issues (incl. unemployment, poverty, homelessness) and the activity of a social pedagogue.
6. Working methods of a social pedagogue.

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE:		
W01	knows specificity of the main educational environments and the processes taking place within them	PED1A_W04/ NAU1A_W01
W02	knows the characteristics of the participants of educational, upbringing and caring activities, in particular children and adolescents	PED1A_W14
W03	knows the structure and functions of the main educational environments and institutions operating within the local environment	PED1A_W20
within the scope of ABILITIES:		
U01	is able to observe children's functioning in school and peer groups and analyse the motives for their actions, taking into account environmental influences	PED1A_U01/ NAU1A_U01
U02	is able to use basic theoretical approaches to analyse motives and patterns of human behaviour in the context of an individual's functioning in educational environments, diagnose and forecast situations, and analyse strategies for practical action in relation to various contexts of pedagogical activity in the environment	PED1A_U03
U03	is able to use basic theoretical approaches in order to analyse, interpret and design strategies of pedagogical activities in relation to diversified upbringing environments and to generate solutions for concrete pedagogical problems	PED1A_U05
U04	is able to express him/herself in a precise and coherent manner, both orally and in writing, on issues concerning social pedagogy, using various theoretical approaches	PED1A_U11
within the scope of SOCIAL COMPETENCE:		
K01	is prepared to develop a conviction about the meaning, value and need for pedagogical action in all educational settings	PED1A_K05

4.4. Methods of assessment of the intended learning outcomes						
Teaching outcomes (code)	Method of assessment (+/-)					
	Exam oral/written		Test		Presentation	
	Form of classes		Form of classes		Form of classes	
	L	C	L	C	L	C
W01	X			X		
W02	X			X		
W03	X			X		
U01						
U02						X
U03						X
U04	X			X		X
K01	X					X

**delete as appropriate*

4.5. Criteria of assessment of the intended learning outcomes		
Form of classes	Grade	Criterion of assessment
lecture (L)	3	Obtain a minimum of 50% of the exam points
	3,5	Obtain a minimum of 61% of the exam points
	4	Obtain a minimum of 71% of the exam points
	4,5	Obtain a minimum of 81% of the exam points
	5	Obtain a minimum of 91% of the exam points
classes (C)*	3	Obtain a minimum of 50% of test and multimedia presentation
	3,5	Obtain a minimum of 61% of test and multimedia presentation
	4	Obtain a minimum of 71% of test and multimedia presentation
	4,5	Obtain a minimum of 81% of test and multimedia presentation
	5	Obtain a minimum of 91% of test and multimedia presentation

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/	47	32
<i>Participation in lectures</i>	25	20
<i>Participation in classes</i>	20	10
<i>Preparation in the exam/ final test</i>	2	2
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	53	68
<i>Preparation for the lecture</i>	18	23
<i>Preparation for the classes</i>	15	25
<i>Preparation for the exam/test</i>	10	10
<i>Preparation of multimedia presentation</i>	10	10
TOTAL NUMBER OF HOURS	100	100
ECTS credits for the course of study	3	3

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

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