

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>	0112-3PPW-A2.5-SRDWP	
<b>Name of the course in</b>	Polish	<b>Studia nad rodziną dziecka w wieku przedszkolnym</b>
	English	<i>Studies on the family of a preschool child</i>

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

<b>1.1. Field of study</b>	<i>Pre-school and early school education</i>
<b>1.2. Mode of study</b>	<i>full-time / part-time studies, stationary, extramural studies</i>
<b>1.3. Level of study</b>	<i>5-year Master's degree</i>
<b>1.4. Profile of study*</b>	<i>general academic</i>
<b>1.5. Person/s preparing the course description</b>	<i>prof. dr hab. Bożena Matyjas English translation-mgr Wioletta Praszek</i>
<b>1.6. Contact</b>	<i>bożena.matyjas@ujk.edu.pl</i>

## 2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

<b>2.1. Language of instruction</b>	<i>Polish/English</i>
<b>2.2. Prerequisites*</b>	<i>none</i>

## 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	<i>Lecture, exercises</i>	
<b>3.2. Place of classes</b>	<i>Didactic UJK classes</i>	
<b>3.3. Form of assessment</b>	<i>Credit with grade</i>	
<b>3.4. Teaching methods</b>	<i>Lecture Feeding methods: informative lecture Problem methods: problem lecture, seminar lecture Practical methods: design method Exercises Feeding methods: instruction, explanation Problem methods: discussion - brainstorming Exposing methods: demonstration Practical methods: subject exercises</i>	
<b>3.5. Bibliography</b>	<b>Required reading</b>	<i>Gajewska G., Supporting a child in development. Contexts of care and education, Zielona Góra 2009. Izdebska J., Family house seen by children. In the context of the socio-cultural differentiation of the contemporary family, Białystok 2006. Kozłowska A., The importance of family relationships for the positive development of a child. Diagnosis and therapy, CMPPP, Warsaw 2000. Matyjas B., Childhood in crisis. Etiology of the phenomenon, Warsaw 2008. Matyjas B. (ed.), Child and its socialization in the family, school and local environment, Kielce, 2013 Pawelec L., Pedagogical culture of parents of children in grades 1-3 of primary school, in: Subjectivity in education - dimensions and contexts, J. Szempruch M. Kwaśniewska A. Szplit (ed.), Kielce 2011.</i>
	<b>Further reading</b>	<i>Brağiel J., Górnicka B. (eds.) Parenting in a situation of family disorganization and the possibility of supporting parents, University of Opole, Opole 2014, Kasacova B., Education of preschool children, Katowice 2007. Marzec H. Szymczyk K. (ed.), The family in the face of contemporary civilization challenges, Piotrków Trybunalski 2013. Matyjas B., The authority of parents and its importance in upbringing - in the opinion of schoolchildren, "Caring and Educational Problems" 2017, No. 2 Matyjas B., Rural school as a space for the education of children and youth (in :) K. Chałas, B. Komorowska (ed.), School, early-school and pre-school pedagogy. Theory and Practice, Lublin, 2014. Wilk J., Pedagogy of the family. Lublin 2016.</i>

#### 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

##### 4.1. Course objectives (including form of classes)

Lecture:

C-1 to familiarize students with the basics of the functioning of an early school child in a family.

C-2- preparation for understanding the impact of the immediate environment on the development and upbringing of a child.

C-3 Developing parental sensitivity and school teachers' sensitivity to the proper functioning of the child.

Exercises:

C-1 to familiarize students with the basics of the functioning of an early school child in a family.

C-2- preparation for understanding the impact of the immediate environment on the development and upbringing of a child.

C-3 Developing parental sensitivity and school teachers' sensitivity to the proper functioning of the child.

##### 4.2. Detailed syllabus (including form of classes)

##### 4.2. Program content (including the form of classes)

Lecture:

Acquainting with the item card and the requirements for completing the course. Traditional and contemporary models of family upbringing. Socialization of a child in the family. Parental attitudes and the child's functioning in the family and school. The specificity of the kindergarten's cooperation with parents and the parents' place. Forms and methods of cooperation between the kindergarten and parents. Educational partnership of teachers, children and parents. Pedagogical culture of parents of preschool children. Parent culture of parents of preschool children.

Exercises:

Acquainting with the item card and the requirements for completing the course. Traditional and contemporary models of family upbringing. Socialization of a child in the family. Parental attitudes and the child's functioning in the family and kindergarten. The specificity of the kindergarten's cooperation with parents and the parents' place in the kindergarten. Forms and methods of cooperation between the kindergarten and parents. Educational partnership of teachers, children and parents. Pedagogical culture of parents of preschool children. Parent culture of parents of preschool children. Preparation of a scientific review of a selected article on the functioning of a preschool child in a family.

##### 4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of <b>KNOWLEDGE:</b>		
W01	<i>the functioning of a preschool child's family</i>	PPW_W04
within the scope of <b>ABILITIES:</b>		
U01	<i>effectively use the obtained information in work with preschool children and their parents</i>	PPW_U14
within the scope of <b>SOCIAL COMPETENCE:</b>		
K01	<i>compliance with universal principles and ethical standards in the professional activity of an educator</i>	PPW_K01

##### 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*			Scientific article review			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	S	L	C	P
W01							X			X						X								X
U01							X			X						X								X
K01							X			X						X								X

\*delete as appropriate

\*self-project

4.5. Criteria of assessment of the intended learning outcomes		
Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	He obtained 50-62% of the maximum score for the project
	3,5	He obtained 61-69% of the maximum score for the project
	4	He obtained 70-82% of the maximum score for the project
	4,5	He obtained 83-89% of the maximum score for the project
	5	He obtained 90-100% of the maximum score for the project
classes (C)* (including e-learning)	3	He scored 50-62% of the points for reviewing a scientific article, and showed a low level of activity during exercise
	3,5	He obtained 61-69% of the points for the preparation of the review of the scientific article, showed average activity during exercises
	4	He scored 70-82% of points for reviewing a scientific article, and showed average activity during exercises
	4,5	He scored 83-89% of points for reviewing a scientific article, and showed average activity during exercises
	5	He obtained 90-100% of points for preparing a review of a scientific article, and was very active during exercises

#### 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>	<b>35</b>	<b>25</b>
<i>Participation in lectures*</i>	<b>15</b>	<b>15</b>
<i>Participation in classes, seminars, laboratories*</i>	<b>15</b>	<b>10</b>
<i>Others (please specify e.g. e-learning)*</i>	<b>5</b>	<b>-</b>
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	<b>40</b>	<b>50</b>
<i>Preparation for the lecture*</i>	<b>10</b>	<b>10</b>
<i>Preparation for the classes, seminars, laboratories*</i>	<b>15</b>	<b>10</b>
<i>Gathering materials for the project/scientific article review</i>	<b>10</b>	<b>15</b>
<i>Preparation of multimedia presentation</i>	<b>5W</b>	<b>15</b>
<b>TOTAL NUMBER OF HOURS</b>	<b>75</b>	<b>75</b>
ECTS credits for the course of study	<b>3</b>	<b>3</b>

\*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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