

CLASS CARD**PEDAGOGY**

Basic classes	Code in the study plan	ECTS
Pedagogy	WFI-22	6

Education profile	praktyczny
Faculty and field of study	Faculty of Physical Education
Studies program in which the subject is realized	2024-2027
Professor's name	Marcin Czechowski
Level of studies (eg. bachelor, master)	Bachelor
Study year and semester	I year, 2 semester
Language	English
Method of realization (stationary/ distance learning)	stationary
Lectures/classes hours	30
Form of passing classes	Exam
Type of subject (obligatory/ facultative)	Obligatory
Prerequisites	Course of psychology

DETAILED INFORMATION**Course aims and objectives**

A1.	Preparing students for teaching and educational work, also with students with educational needs.
A2.	Providing knowledge and skills related to planning, organizing and implementing the educational process in physical culture, resolving conflicts and dealing with educational and teaching problems.
A3.	Transferring values and shaping the attitude of students, which allows building successful educational interactions with peers and effectively coping with difficulties in the learning and upbringing process.
A4.	Shaping students' competences in the field of cooperation with parents and representatives of other educational environments.
A5.	Familiarization with historical and contemporary ethical problems and issues in the profession of a physical education teacher, such as: discrimination, paternalism, dignity, subjectivity, tolerance.

LEARNING OUTCOMES IN KNOWLEDGE, SKILLS AND SOCIAL COMPETENCES FOR CLASSES

Learning outcome	Subject's learning outcomes
KNOWLEDGE	
P_W01 Knows and understands the education system: organization and functioning of the education system, basic issues of education law, national and international regulations regarding human rights, children, students and people with disabilities, the importance of the school's position as an educational institution, functions and goals of school education, models of modern schools, the concept of a hidden school program, alternative forms of education, the issue of intra-school law	A1 A2 A5
P_W02 Knows and understands the role of a teacher and the concepts of a teacher's work: teacher's professional ethics, teacher's professional pragmatics - rights and obligations of teachers, principles of legal liability of a guardian, teacher, educator, safety and health protection of students, issues related to assessing the quality of a teacher's work, conditions for success in a teacher's work.	A3 A4 A5
P_W03 Knows and understands the essence and functions of education and the educational process, its structure, properties and dynamics; psychological and pedagogical support at school - forms and principles of providing support in educational system institutions, as well as the importance of cooperation between the student's family and the school, and the school and the extra-curricular environment.	A2
P_W04 Knows and understands the principles of a teacher's care and educational work: the teacher's responsibilities as a class teacher, methodology of educational work, educational work program, classroom management styles, order and discipline, respect for the dignity of the child, student or pupil, differentiation, individualization and personalization of work with pupils, the functioning of the school class as a social group, social processes in the classroom, resolving conflicts in the class or educational group, animating the socio-cultural life of the class, supporting students' self-government and autonomy, developing in children, students or pupils the communication competences and social skills necessary to establish proper relationships; the concepts of integration and inclusion; the situation of a child with a physical and intellectual disability in a mainstream school, the problems of children with autism spectrum disorders and their functioning, the problems of neglected and deprived children, and the school situation of children with migration experience; the issue of a child in a crisis or traumatic situation; threats to children and adolescents: the phenomena of aggression and violence, including electronic aggression, and addictions, including psychoactive substances and computers, as well as issues related to informal groups, youth subcultures and sects.	A1 A2 A4

P_W05 Knows and understands the principles of working with students with learning difficulties; causes and manifestations of learning difficulties, prevention of learning difficulties and their early detection, specific learning difficulties - dyslexia, dysgraphia, dysorthography and dyscalculia, and learning difficulties resulting from dysfunctions of the perceptual-motor sphere and disorders of the development of abilities, including language and arithmetic, and ways to overcome them; principles of making teacher diagnosis and diagnostic techniques in pedagogy.	A1 A2
P_W06 Knows and understands the role of the teacher or educator in modeling students' attitudes and behaviors.	A1 A2 A3
P_W07 Knows and understands the diversity of students' educational needs and the resulting school tasks regarding the adjustment of the organization of the education and upbringing process	A1 A2 A4
SKILLS	
P_U01 Is able to select a curriculum and adapt it to the educational needs of students.	A2
P_U02 Is able to formulate ethical judgments related to the practice of the teaching profession.	A5
P_U03 Is able to establish cooperation with teachers and the extra-curricular community.	A2 A3
P_U04 Is able to recognize situations of danger and student addictions.	A2
P_U05 Is able to diagnose a student's educational needs and design appropriate support for them.	A1 A2 A3
P_U06 Is able to observe pedagogical situations and events, analyze them using pedagogical and psychological knowledge and propose solutions to problems	A3
P_U07 Is able to design and implement educational and preventive programs in terms of educational and preventive content and activities aimed at students, their parents or guardians and teachers	A2 A3 A4
SOCIAL COMPETENCES	
P_K01 Is ready to show empathy towards students and provide them with support and assistance.	A5
P_K02 Is ready to professionally resolve conflicts in the school classroom or educational group.	A2
P_K03 Is ready to independently deepen his or her pedagogical knowledge.	A1 A2 A3 A4

P_K04 Is ready to cooperate with teachers and specialists in order to improve his/her work skills.	A4
P_K05 Is ready to recognize the specifics of the local environment and cooperate for the good of students and this environment	A4

SUBJECT PROGRAM CONTENT DIVISION BY FORMS OF IMPLEMENTATION

FORM OF CLASSES – CLASSES – subject		Reference to subject-specific learning outcomes
1	Pedagogy as a science – basic terms (socialization, culture, enculturation, education, teaching, learning), and research methods.	P_W01
2; 3	Main grounds of the modern pedagogy? - Skinner's law of positive reinforcement - Lev Semyonovich Vygotsky's theory of human cultural and bio-social development - Jean Piaget's theory of cognitive development - Jerome Seymour Bruner's cognitive learning theory - Albert Bandura's social learning theory.	P_W01 P_W06 P_K03
4; 5	Pedagogical concepts of J. Dewey, R. Steiner, C. Freinet, M. Montessori and J. Korczak in relation to contemporary education – analysis of students.	P_W01 P_W06 P_K03
6; 7	The student becomes familiar with the methods and principles of educational activities, compares and evaluates the effectiveness and ethical validity of the educator's activities in the behavioral, humanistic and biopsychological approach implemented during the physical activity of children and adolescents – group work.	P_W02 P_U07
8; 9	The student explains what pedagogical diagnosis is and what psychological and pedagogical assistance at school consists of. Diagnoses students' behaviors - case study. The student identifies the developmental needs of the pupil and programs educational procedures. Analysis of educational situations - with particular emphasis on physical education.	P_W03 P_K04 P_K05
10	The student defines the student's school failures, discusses their nature, types, causes, preventive measures and ways of coping with the teacher's situations when pupils fail at school.	P_W04 P_U03
11; 12	Children and youth with unique needs - analysis of the phenomenon and pedagogical methods of intervention - students' projects: - Attention Deficit Hyperactivity Disorder (ADHD) - autism spectrum disorder - behavioral disorders - intellectual disabilities - specific learning disability	P_W05 P_W07 P_U01 P_U04 P_K04

13; 14	<p>Selected adverse phenomena in education, with particular emphasis on physical education - analysis of the phenomenon and pedagogical methods of intervention - student projects:</p> <ul style="list-style-type: none"> - bullying of children and youth - overweight and obesity - exemptions from physical education classes <p>The student determines the causes and conditions of working with a student with special educational needs; adapts the educational process to the individual needs of the student; determines the causes of the above phenomena in the school and out-of-school environment. Presents strategies that can be used by the educator to deal with psychological and physical aggression of children and youth.</p>	P_W05 P_W07 P_U04 P_U05 P_U06 P_U07 P_K01 P_K02 P_K04 P_K05
15.	<p>The student determines and explains what qualifications and competencies a teacher should have to effectively achieve educational goals.</p> <p>The student presents the duties and responsibilities of a teacher - class teacher and the duties and rights of a student, including a student with special needs.</p>	P_W02 P_U02 P_K03

PLANNED METHODS/FORMS/TEACHING MEANS

Program content	Teaching methods/forms
Classes 1-15	discussion, case study, staging, working with text, activating methods
Teaching resources: computer, thematic presentations, board, flipchart, worksheets, projector	

METHODS OF VERIFYING THE EXPECTED LEARNING OUTCOMES ACHIEVED BY THE STUDENT

Learning outcomes for classes	Assessment methods
P_W01-P_W07	written exam
U1-U6 K1-K5	group project – preparation and presentation

CONDITIONS FOR PASSING CLASSES:

The student is obliged to:

- participate in classes; the student completes the absence from classes during consultations
- prepare and present a group project
- get a satisfactory grade in the end of term test and exam - the exam is passed if the student gives 60% correct answers.

SAMPLE ASSESSMENT/EXAMINATION TOPICS

1. Explain the concepts of „SCAFFOLDING” in the process of human intellectual development (e. g. language). How the theory can be applied in education?
2. What are the main critics for Skinner’s theory?
3. What are the core principles of constructivism in learning?
4. Draw the concept *Zone of Proximal Development* and explain its essence
5. Pedagogical concepts of J. Dewey, R. Steiner, C. Freinet, M. Montessori and J. Korczak in relation to contemporary education.
6. Characterize “positive and proactive approach” What can we achieve?
7. What does it mean that professional is “not reactive, but rather proactive”?
8. Why children’s behavior problems are increasing?
9. What are the types of misbehavior that are typical in physical activity setting?
10. Characterize the behavioral approach in education.
11. Give examples of intrinsic and extrinsic reinforcement, point advantages and disadvantages?
12. Describe ABC (antecedent-behavior-consequence) analysis
13. What is the rule Catch Them Being Good means – explain
14. What might be the negative side effects of Severe Corrective Methods?
15. Characterize the humanistic approach – what is crucial when using this concept?
16. What does it mean: “responsibility is a choice that is motivated internally”?
17. Describe levels of social and personal responsibility (personal well-being and social well-being)
18. Explain: “Positive Coaching demands deemphasizing winning”?
19. Characterize the biophysical approach in education - what is the role of Physical Education Teacher in biophysical approach?
20. What is BULLYING? How can we recognize bullying; what might be the consequences of bullying? (Perpetrators and victims)?
21. Indicate the basic ethical standards of the trainer's and teacher's work
22. Characterize people with ADHD and indicate strategies used to teach them
23. Characterize people with autism spectrum disorder (ASD) and indicate the strategies for their physical education
24. Characterize people with behavioral disorders and indicate the strategies for their physical education
25. Characterize people with intellectual disabilities and indicate the strategies for their physical education
26. Characterize people who are overweight or obese and indicate the strategies for their physical education
27. What is the essence of behaviorism in pedagogy and psychology?

ENGLISH BIBLIOGRAPHY

Basic	<p>1. Barret S. M. (2008) Practical Pedagogy. Publisher: Read Books. ID: 03174476 ISBN: 9781443751926.</p> <p>2. Flavian H. (2020) From Pedagogy to Quality Assurance in Education An International Perspective. Publisher: Emerald Publishing Limited.</p> <p>3. Lavay B.,W., French R., Hester L. Henderson L., H., Positive Behavior Management in Physical Activity Settings. Human Kinetics 2016. ISBN: 978-1-4504-6579-3 (print).</p> <p>4. Sharples M. (2019) Practical Pedagogy. Publisher: Taylor & Francis Ltd. ID: 17879259. ISBN: 9781138599819.</p> <p>5. Turner D. A. (2009) Theory and Practice of Education. Publisher CIPG. London. ISBN:0-8264-91-07-3.</p>
Additional	<p>1. Jarvis M. (2005) The Psychology of Effective Learning and Teaching. Publisher Nelson Thornes Ltd. ISBN 9780748790371</p>

SELF STUDY

Full-time studies		Type of activity
Number of hours to complete the activity	ECTS	
30	1,2	Contact classes
40	1,6	Students' preparations of the presentations / group project
40	1,6	Self-study as preparation to the written exam
40	1,6	Self-study as reading text prepared by the teacher

Number of ECTS points that a student obtains in classes developing practical skills: 1,6

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