



**Subject: Pedagogy**

## **GENERAL INFORMATION**

<b>Organization unit</b>	Faculty of Physical Education Chair of Pedagogy and Psychology Chairman: PhD Katarzyna Płoszaj
<b>Course name</b>	Pedagogy
<b>Subject code</b>	WFI-22
<b>Teaching language</b>	English
<b>Type of subject (obligatory/ facultative)</b>	Obligatory
<b>Level of studies (eg. bachelor, master)</b>	Bachelor
<b>Study year</b>	I
<b>Semester</b>	2
<b>ECTS points</b>	6
<b>Professor</b>	Marcin Czechowski
<b>Studies program in which the subject is realized</b>	2024-2027
<b>Method of realization (stationary/ distance learning)</b>	Stationary
<b>Prerequisites</b>	Psychology course

## DETAILED INFORMATION

### Course aims and objectives

1. Preparing students for teaching and educational work, also with students with educational needs.
2. 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.
3. Transferring values and shaping the attitude of students, which allows building successful educational interactions and effectively coping with difficulties in the learning and upbringing process.
4. Shaping students' competences in the field of cooperation with parents and representatives of other educational environments.
5. Familiarization with historical and contemporary ethical problems and issues in the profession of a physical education teacher, such as: discrimination, paternalism, dignity, subjectivity, tolerance.

### Main topics

No	Topic
<b>Lectures/classes – 90 minutes</b>	
1	Pedagogy as a science – basic terms (socialization, culture, enculturation, education, teaching, learning), and research methods.
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
4; 5	Pedagogical concepts of J. Dewey, R. Steiner, C. Freinet, M. Montessori and J. Korczak in relation to contemporary education – analysis of students
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
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.
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.
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

	<ul style="list-style-type: none"> <li>- intellectual disabilities</li> <li>- specific learning disability</li> </ul>
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"> <li>- bullying of children and youth</li> <li>- overweight and obesity</li> <li>- exemptions from physical education classes</li> </ul> <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>
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>

#### CONDITIONS FOR PASSING CLASSES:

<p>The student is obliged to:</p> <ul style="list-style-type: none"> <li>- participate in classes; the student completes the absence from classes during consultations</li> <li>- prepare and present a group project</li> <li>- get a positive grade for your project and pass the exam; the exam is passed if the student gives 60% correct answers.</li> </ul>
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**1 ECTS point = 25 hours students work (contact + self study)**

TYPES OF CLASSES	HOURS
1. Contact classes	30
2. Students' preparations of the presentations / group project	40
3. Self study as preparation to the written exam	40
4. Self study as reading text prepared by the teacher	40
<b>Total = 150 hours - ECTS points 6</b>	

<b>Author of the class card:</b>	<b>Name, surname and email</b>
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