Uchwała nr 2432
Senatu Uniwersytetu w Białymstoku
z dnia 22 maja 2019 r.

w sprawie ustalenia programów studiów dla kierunku Pedagogy,
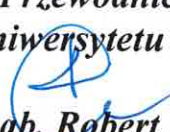*obowiązujących od roku akademickiego 2019/2020*

Na podstawie art. 28 ust. 1 pkt 11 ustawy z dnia 20 lipca 2018 r. *Prawo o szkolnictwie wyższym i nauce* (Dz. U. z 2018 r., poz. 1668 z późn. zm.), w związku z art. 268 ust. 2 ustawy z dnia 3 lipca 2018 r. *Przepisy wprowadzające ustawę – Prawo o szkolnictwie wyższym i nauce* (Dz. U. z 2018 r., poz. 1669 z późn. zm.) Senat Uniwersytetu w Białymstoku uchwala, co następuje:

§ 1

1. Senat Uniwersytetu w Białymstoku ustala, obowiązujące od roku akademickiego 2019/2020, programy studiów dla kierunku *Pedagogy*, na poziomie studiów pierwszego i drugiego stopnia, prowadzonego w języku angielskim, o profilu ogólnoakademickim.
2. Programy studiów stanowią odpowiednio Załączniki nr 1 i nr 2 do niniejszej Uchwały.

§ 2

Uchwała wchodzi w życie z dniem podjęcia.

Przewodniczący
Senatu Uniwersytetu w Białymstoku

Prof. dr hab. Robert W. Ciborowski

LEARNING OUTCOMES
for the field of study PEDAGOGY
first **degree study –** *general academic* **profile**

Setting the field of study in discipline/scientific disciplines, which the learning outcomes refer to: pedagogy, linguistics, computer science, legal sciences, sociological sciences, and cultural and religious sciences
Identification of the leading discipline: PEDAGOGY

Description symbol of the second degree Polish Qualification Framework (PQF) in the scope of PEDAGOGY	Symbol of the field outcome	DESCRIPTION OF THE FIELD LEARNING OUTCOMES
KNOWLEDGE, a graduate is familiar with and understands:		
P6S_WG	**KA6_WG1**	is familiar with elementary terminology used in pedagogy and understands its sources and application within the related scientific disciplines
	KA6_WG2	has elementary knowledge of the place of pedagogy in the system of science and its objective and methodological relations with other scientific disciplines
	KA6_WG3	has well-structured knowledge of education and training, its philosophical, socio-cultural, historical, biological, psychological and medical grounds
	KA6_WG4	knows selected concepts of man: philosophical, psychological and social constituting the theoretical basis for pedagogical activities
	KA6_WG5	has basic knowledge about human development in the life cycle, both in biological as well as psychological and social terms
	KA6_WG6	has basic knowledge about types of social ties and regularities that govern them
	KA6_WG7	has elementary knowledge about different types of social structures and institutions of social life, and relations between them
P6S_WK	**KA6_WK1**	has elementary knowledge about the processes of interpersonal and social communication, their accuracy and interferences
	KA6_WK2	knows basic theories of education, learning and teaching, understands various factors of these processes

	KA6_WK3	has basic, well-structured knowledge about different educational environments, their specifics and the processes taking place in them
	KA6_WK4	knows the most important traditional and contemporary trends and pedagogical systems, understands their historical and cultural conditions
	KA6_WK5	has elementary knowledge about designing and conducting research in pedagogy, in particular about research problems, methods, techniques and research tools; knows basic paradigmatic traditions of social studies that individual methods derive from
	KA6_WK6	has elementary, well-structured knowledge on different sub-disciplines of pedagogy, including terminology, theory and methodology
	KA6_WK7	has basic knowledge of the structure and functions of the education system; purposes, legal basis, organization and functioning of various educational institutions, therapeutic, cultural and aid-providing
	KA6_WK8	has basic knowledge of the participants of educational, care, cultural and aid-providing activities
	KA6_WK9	has elementary knowledge of methodology to perform common tasks, standards, or procedures used in various areas of pedagogical activities
	KA6_WK10	has elementary knowledge of health and safety in educational, care, cultural and aid-providing institutions
	KA6_WK11	has basic knowledge on how to design his/her own path of development
	KA6_WK12	has well-structured knowledge about ethical principles and norms
SKILLS, a graduate can/is able to:		
P6S_UW	KA6_UW1	is able to make observations and interpretations of social phenomena; analyses their relationship with different areas of pedagogical activities
	KA6_UW2	is able to use basic theoretical knowledge of pedagogy and related disciplines to analyze and interpret educational, care, cultural and aid-providing problems as well as themes and patterns of human behavior
	KA6_UW3	is able to use basic theories in order to analyze the motives and patterns of human behavior, diagnosing and forecasting the situation, and analyze strategies of practical actions in relation to different contexts of pedagogical activities
	KA6_UW4	can independently acquire knowledge and develop his/her professional skills using various sources (in native language and foreign) and modern technology (ICT)
	KA6_UW5	has elementary research skills enabling to analyze the examples of research and construct and carry out simple pedagogical research; is able to draw conclusions, develop and present the results (using ICT) and indicate directions for further research
P6S_UK	KA6_UK1	is able to express opinions in a precise and consistent way in speech and writing on topics concerning selected pedagogical issues using different theoretical approaches and the achievements of both pedagogy and other disciplines

	KA6_UK2	has developed skills in the field of interpersonal communication, can use specialized language and communicate in a precise and consistent way using different communication channels and techniques with experts in the field of pedagogy as well as recipients outside the group of specialists
	KA6_UK3	has the ability to present his/her own ideas, concerns and suggestions, supports them with arguments in the context of selected theoretical perspectives and views of various authors
	KA6_UK4	is able to assess usefulness of conventional methods, procedures and good practice to perform tasks related to various spheres of pedagogical activity
P6S_UO	KA6_UO1	is able to use basic theories in order to analyze, interpret and design strategy for pedagogical action, can generate solutions to specific pedagogical problems and predict the course of solving them and effects of planned activities
	KA6_UO2	is able to use ethical principles and standards in undertaken activity; recognizes and analyzes ethical dilemmas; predicts the effects of specific pedagogical activities
	KA6_UO3	is able to work in a team performing various roles; knows how to take and assign tasks, has elementary organizational skills allowing to realize the objectives of designing and taking professional actions
P6S_UU	KA6_UU1	is able to analyze his/her own actions and identifies possible areas requiring modifications in future action
	KA6_UU2	can animate works on the development of participants of pedagogical process and support them in gaining knowledge; inspires to actions for lifelong learning
SOCIAL COMPETENCE, a graduate is prepared for:		
P6S_KK	KA6_KK1	is aware of the level of his/her knowledge and skills, understands the need for continuous professional training and personal development, performs self-assessment of his/her own competences and improves skills, determines directions of his/her development and education
	KA6_KK2	values the importance of pedagogical sciences for maintenance and development of correct ties in social environments and refers acquired knowledge to design professional activities
P6S_KO	KA6_KO1	is convinced of the sense, values and the need to take pedagogical action in the social environment; is ready to take professional challenges; shows activity, takes effort and is characterized by perseverance in the implementation of individual and team professional activities in the field of pedagogy
	KA6_KO2	is convinced of the importance of behavior in a professional manner, reflection on ethical issues and compliance with the rules of professional ethics
	KA6_KO3	is prepared for active participation in groups, organizations and institutions implementing pedagogical activities and capable of communicating with specialists and non-specialists the field
	KA6_KO4	responsibly prepares for his/her work, designs and performs pedagogical actions
P6S_KR	KA6_KR1	recognizes and formulates moral problems and ethical dilemmas associated with his/her own and someone else's work, looking for optimal solutions and acting in accordance with the rules of ethics
	KA6_KR2	is aware of the existence of ethical dimension in research

Explanation of the symbols

P6S_WG – *description symbol of the second degree PQF*

P – *practical profile*   **A** – *general academic profile*
P6 or P7 – PQF level *(6 – first degree study, 7 – second degree study and uniform master degree study)*   **S** – *specification typical of qualifications obtained in higher education*
W – knowledge *(descriptive category)*
G – *depth and extent*   **K** – *context*
U – skills *(descriptive category)*
W – *use of knowledge*   **K** – *communicating*   **O** – *work organization*   **U** – *learning*
K – social competence *(descriptive category)*
K – *critical evaluation*   **O** – *responsibility*   **R** – *professional role*

KA6_WG1 – *symbol of the field outcome*

K – *field learning outcomes*   **A** – *educational profile (A – general academic, P – practical)*   **6** – *educational level (6 - first degree study, 7 – second degree study and uniform master degree study)*
W – knowledge *(descriptive category)*
G – *depth and extent*   **K** – *context*
U – skills *(descriptive category)*
W – *use of knowledge*   **K** – *communicating*   **O** – *work organization*   **U** – *learning*
K – social competence *(descriptive category)*
K – *critical evaluation*   **O** – *responsibility*   **R** – *professional role*

I. GENERAL INFORMATION

1. Name of the field of study: **PEDAGOGY**

2. Level of education: **FIRST CYCLE**

3. Educational profile: **GENERAL ACADEMIC**

4. Form of study: **FULL-TIME**

5. A number of semesters: **6**

6. Total number of ECTS points required to achieve the equivalent level of relevant qualifications: **180**

7. Total number of teaching hours: **1800**

8. Programme accepted at the meeting of the Faculty Council on **11 April 201**9**,** effective from the academic year: **2019/2020**

II. EDUCATION MODULES

Modules (module code: MK_1 and name)	Learning outcomes Knowledge Skills Social competence (symbols)	Teaching methods and verification	Courses/modules	a number of ECTS points for course/modul	that require direct participation of teachers and students	in basic science specific for a given field of study learning outcomes refer to for a given field, level and profile of education	that are practical	in humanities or social sciences (min. 5 ECTS points) - for the fields from other areas of science*	in a foreign language (language classes)	in apprenticeships	that are elective
1	2	3	4	5	6	7	8	9	10	11	12
MK_ 1 GENERAL ACADEMIC	KA6_WG1, KA6_UW4, KA6_UW5, KA6_UK2, KA6_KK1, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Foreign Language	4	2	4	2				
	KA6_WG1, KA6_UW4, KA6_UW5, KA6_UK2, KA6_KK1, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Foreign Language	5	2,5	5	2,5				
	KA6_WK10, KA6_UU1, KA6_UK1, KA6_KO3, KA6_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Voice Training	1	0,5	1	0,5				
	KA6_WG1, KA6_UW5, KA6_UW4, KA6_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Information Technology	2	1	2	1				
	KA6_WG5, KA6_UO3, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Physical Training		0	0	0				
		Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Health and Safety		0	0	0				
	KA6_WK12, KA6_KO2, KA6_UO2, KA6_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Professional ethics and protection of intellectual property	1	0,5	1	0,5				

	Learning outcomes	Verification	Course							
MK_2 BASIC	KA6_WG4, KA6_WK12, K_UO2, KA6_UO2, KA6_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Basics of Philosophy	3	1,5	3	1,5			
	KA6_WG3, KA6_WG4, KA6_WK2, KA6_UW2, KA6_UW4, KA6_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	General Psychology	4	2	4	2			
	KA6_WG1, KA6_WG7, KA6_UW1, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	General Sociology	5	2,5	5	2,5			
	KA6_WG5, KA6_WG6, KA6_WK3, KA6_UW3, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Sociology of Education	5	2,5	5	2,5			
	KA6_WG5, KA6_WK8, KA6_UU2, KA6_KK2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Developmental Psychology	3	1,5	3	1,5			
	KA6_WG5, KA6_WG6, KA6_WK8, KA6_UK3, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Social and Educational Psychology	5	2,5	5	2,5			
	KA6_WG2, KA6_WK5, KA6_UW5, KA6_UO1, KA6_KR2, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Basics of Social Science Methodology	3	1,5	3	1,5			
	KA6_WG1, KA6_WK6, KA6_UO1, KA6_KO1, KA6_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Introduction to Andragogy	1	0,5	1	0,5			
	KA6_WG3, KA6_UW3, KA6_UK1, KA6_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Aesthetics	1	0,5	1	0,5			
	KA7_WG7, KA7_WK2, KA7_WK4, KA7_WK5, KA7_UK1, KA7_UO3, KA7_UU1, KA7_UU3, KA7_KK3, KA7_KR1, KA7_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Intercultural Education	3	1,5	3	1,5			
MODULE 3. ELECTIVE	KA6_WG2, KA6_WG3, KA6_WK2, KA6_WK3, KA6_WK8, KA6_UW2, KA6_UK2, KA6_UO3, KA6_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Elective 1	2	1	2	1			
	KA6_WG2, KA6_WG3, KA6_WK2, KA6_WK3, KA6_WK8, KA6_UW2, KA6_UK2, KA6_UO3, KA6_KO1,	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Elective 2	2	1	2	1			
	KA6_WG2, KA6_WG3, KA6_WK2, KA6_WK3, KA6_WK8, KA6_UW2, KA6_UK2, KA6_UO3, KA6_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Elective 3	2	1	2	1			
MODULE 4. MAJOR	KA6_WG1, KA6_WG2, KA6_WG3, KA6_UW2, KA6_UK1, KA6_KK1,	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Basics of Pedagogy	7	3,5	7	3,5			
	KA6_WG3, KA6_WK4, KA6_UW1, KA6_UW2, KA6_UO1, KA6_UO2, KA6_KK1, KA6_KO2, KA6_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	History of Education	7	3,5	7	3,5			
	KA6_WG1, KA6_WG2, KA6_WG3, KA6_UW1, KA6_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	General Didactics	7	3,5	7	3,5			
	KA6_WG1, KA6_WG7, KA6_WK3, KA6_UW1, KA6_UW3, KA6_KK2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Social Pedagogy	7	3,5	7	3,5			

	Learning outcomes	Verification	Course								

MODULE 5. SPECIALITY CREATIVITY ART MEDIA	KA6_WG3, KA6_WK2, KA6_WK8, KA6_UW2, KA6_UK1, KA6_UO1, KA6_UO3, KA6_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Theory of Education	7	3,5	7	3,5				
	KA6_WK3, KA6_UW1, KA6_UW3, KA6_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Pedagogical Diagnostics	5	2,5	5	2,5				
	KA6_WK7, K_U09, KA6_UO3, KA6_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Educational Policy and Law	3	1,5	3	1,5				
	KA6_WG3, KA6_WG7, KA6_UK1, KA6_UK3, KA6_KK1, KA6_KR1, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Basic Knowledge of Culture	3	1,5	3	1,5				
	KA6_WK1, KA6_WK2, KA6_UW2, KA6_UK2, KA6_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Communication Theory	3	1,5	3	1,5				
	KA6_WG3, KA6_WG4, KA6_WG7, KA6_WK1, KA6_UW1, KA6_UW2, KA6_UW3, KA6_UW4, KA6_UW5, KA6_KK1, KA6_KO3, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Media Studies	4	2	4	2				
	KA6_WG7, KA6_WK5, KA6_UO1, KA6_UO3, KA6_KK2, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Etno-Cultural Projects	1	0,5	1	0,5				
	KA6_WG3, KA6_WG4, KA6_UW1, KA6_UW2, KA6_UW4, KA6_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	History of Art.	4	2	4	2				
	KA6_WG1, KA6_WG7, KA6_WK1, KA6_UW1, KA6_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Media Pedagogy	4	2	4	2				
	KA6_WG3, KA6_WG7, KA6_WK1, KA6_WK3, KA6_WK8, KA6_UW2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Popular Culture	2	1	2	1				
	KA6_WG2, KA6_WG5, KA6_WK2, KA6_WK4, KA6_WK7, KA6_WK11, KA6_UU1, KA6_UU2, KA6_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Permanent Education	1	0,5	1	0,5				
	KA6_WG3, KA6_WG6, KA6_WK1, KA6_UW2, KA6_UK2, KA6_KK2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Social Skills Workshop	1	0,5	1	0,5				
	KA6_WK2, KA6_WK8, KA6_WK12, KA6_UO3, KA6_UU2, KA6_KO3, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Basic History of Music	4	2	4	2				
	KA6_WK1, KA6_WK9, KA6_WK10, KA6_WK12, KA6_UK4, KA6_UO3, KA6_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Photography Workshop	2	1	2	1				
	KA6_WG7, KA6_WK1, KA6_UW4, KA6_UK2, KA6_KK1, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Desktop Publishing	3	1,5	3	1,5				
	KA6_WG1, KA6_WK1, KA6_WK11, KA6_UK1, KA6_UO3, KA6_KK1, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Knowledge of Film	4	2	4	2				

KA6_WG7, KA6_WK1, KA6_UW4, KA6_UK2, KA6_KK1, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Digital Sound Editing Workshop	2	1	2	1			
KA6_WK1, KA6_WK9, KA6_WK12, KA6_UK4, KA6_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Creative Writing Workshop	2	1	2	1			
KA6_WK1, KA6_WK9, KA6_WK10, KA6_WK12, KA6_UK4, KA6_UO3, KA6_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Film Editing Workshop	2	1	2	1			
KA6_WK1, KA6_WK11, KA6_UW3, KA6_UW4, KA6_UK2, KA6_UK3, KA6_UO3, KA6_UU2, KA6_KO1, KA6_KO3, KA6_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Creativity Workshop	1	0,5	1	0,5			
KA6_WK4, KA6_WK9, KA6_UK3, K_U09, K_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Art Therapy	3	1,5	3	1,5			
KA6_WK1, KA6_WK9, KA6_WK10, KA6_WK12, KA6_UK4, KA6_UO3, KA6_KO2, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Visual Arts Workshop	2	1	2	1			
KA6_WG1, KA6_WG2, KA6_WK2, KA6_WK4, KA6_WK6, KA6_UW2, KA6_UO1, KA6_UU2, KA6_KO3, KA6_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Pedagogy of Creativity	4	2	4	2			
KA6_WK2, KA6_WK8, KA6_WK12, KA6_UW4, KA6_UK2, KA6_UK4, KA6_KK1, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Methods of Using Multimedia in Creative Education	3	1,5	3	1,5			
KA6_WK2, KA6_WK8, KA6_WK12, KA6_UW4, KA6_UK2, KA6_UK4, KA6_UO3, KA6_UU1, KA6_KK1, KA6_KO3, KA6_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	E-learning Projects	4	2	4	2			
KA6_WG6, KA6_UO1, KA6_UO3, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Mediations and Negotiations	1	0,5	1	0,5			
KA6_WK8, KA6_WK12, KA6_UO3, KA6_UU2, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Music Workshop	2	1	2	1			
KA6_WG6, KA6_WG7, KA6_WK1, KA6_UW1, KA6_UW4, KA6_UK2, KA6_KK1, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Social Media	1	0,5	1	0,5			
KA6_WK1, KA6_WK9, KA6_WK10, KA6_WK12, KA6_UK4, KA6_UO3, KA6_UU2, KA6_KO2, KA6_KO3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Performative Arts and Theatre Workshop	2	1	2	1			

				suma	180	90	180	90	0		0	0	0

MODULE 6. DIPLOMA	KA6_WG1, KA6_WG3, KA6_WG4, KA6_WG6, KA6_WG7, KA6_WK2, KA6_WK5, KA6_WK7, KA6_WK8, KA6_WK9, KA6_UW4, KA6_UU2, KA6_UU1, KA6_KK1, KA6_KO2, KA6_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Diploma Seminar	10	5	10	5				
MODULE 7. APPRENTICESHIPS	KA6_WK7, KA6_WK8, KA6_WK9, KA6_WK10, KA6_WK11, KA6_UW2, KA6_UW3, KA6_UK2, KA6_UO2, KA6_UU1, KA6_KO1, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Apprenticeships (2 weeks = 30h)	2	1	2	1				
	KA6_WK7, KA6_WK8, KA6_WK9, KA6_WK10, KA6_WK11, KA6_UW2, KA6_UW3, KA6_UK2, KA6_UO2, KA6_UU1, KA6_KO1, KA6_KO4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Apprenticeships (6 weeks = 120h)	8	4	8	4				
			suma	180	90	180	90	0	0	0	0

* refers to the fields that are not assigned to the area of humanities or social sciences

III PROPORTIONAL INDICATORS (percentage)

1. Percentage share of ECTS points for the classes that require direct participation of teachers and students:	50%
2. Percentage share of ECTS points earned for elective modules (min. 30%):	52%
3. Percentage share of ECTS points earned for the classes conducted in a foreign language (in a total number of ECTS points envisaged by the study programme):	5,5%
4. Percentage share of ECTS points earned for the modules connected with practical vocational preparation, where students of practical educational profiles acquire practical skills	nie dotyczy
5. Percentage share of ECTS points earned for the modules connected with scientific research in the area of science related to the field of study,	51,10%
6. Percentage share of ECTS points for each area of education assigned with the study programme (if learning outcomes determined for the educational programme have been distinguished from several areas of education):	pedagogy 68% sociological sciences 8% psychology 7% philosophy 5% science about social communication and media 4% linguistics 2% computer sciencea 2% science about health 2% legal sciences 1% science about culture and religion 1%

IV. CONDITIONS OF GRADUATION AND CONFERRED PROFESSIONAL TITLE

1. Admission to the diploma exam is conditional on: passing all the exams and receiving credits on all the modules within the study programme, writing a diploma thesis.   2. Diploma thesis defense   3. The graduate receives the master's degree upon meeting the requirements specified in items 1 and 2.

<h1 style="text-align:center">CURRICULUM – Part B</h1>

1. Course: **PEDAGOGY**
2. Educational level: **FIRST CYCLE**
3. Education profile: **GENERAL ACADEMIC**

<h2 style="text-align:center">TEACHING CONTENT OF MODULES</h2>

<h3 style="text-align:center">MODULE 1 GENERAL ACADEMIC</h3>

1. **Foreign language**
   a. **English, 1st year** – Active use of a foreign language at the Common European Framework of Reference for Languages level B2 in contacts with specialists and in communication with non-specialists. Using foreign language sources concerning general, academic and specialist issues relevant for the field of study. Tenses and structures used to express the past, the present and the future. Educational systems in Poland and in selected English-language countries: educational stages, types of school, subjects, school-related issues, the role of the teacher. Cross-culturality in international and academic contacts. Interpersonal relations. The society and social problems. Work, looking for a job, a job interview.

   b. **French, 1st year-** Development of linguistic skills: speaking, reading comprehension and writing texts in daily life situations, academic and professional contexts. Development of the cross-cultural competence. Motivation to self-study: issues connected with people, home, environment. science, job, family, social life, shopping, travel, culture, sports, health, fashion and lifestyle.

   c. **German, 1st year -** development of active linguistic skills: using German in everyday communication at the elementary (B2) level and understanding of basic vocabulary in pedagogy and psychology. Basic general knowledge about German-speaking countries. Communication techniques, electronic media, e-mailing, short messages. An important element of the course is the integration of skills connected with daily life with skills connected with academic life (the field of study) and future professional activity.

   d. **English, 2nd year** – Linguistic issues: verbal forms, past structures, modal verbs, state verbs, passive voice, reported speech, linking words, countable, uncountable and collective nouns, quantifiers, general vocabulary and vocabulary connected with education. Subject areas: presentations – preparation and performance, problems: crime (prevention, security), media and means of communication. Press, radio, TV, Internet, ways of manipulation, honesty, entertainment and arts – traditions, artistic events; work and choosing a job, forms of employment, career, applying for a job, addictions and addiction therapies, cultural animation with art therapy (selected issues), voluntary work, revalidation pedagogy (selected issues): working with deaf, hearing-impaired, blind and vision-impaired people.

   e. **French, 2nd year** – Active linguistic skills: using French in everyday communication. Comprehension of specialist texts and the use of terminology connected with pedagogical sciences.

   f. **German, 2nd year** – Active linguistic skills: using German in everyday communication. Comprehension of specialist texts and the use of terminology connected with pedagogical sciences.

2. **Voice production** –The role and importance of proper voice production. The anatomy and function of the respiratory system. Types of breathing and practice of diaphragmatic breathing. The anatomy and role of the larynx. Function of the vocal organs – phonation. Articulatory organs – exercises for the lips and tongue. Articulation vs diction. Resonance and resonators – the ability to use them properly. Occupational diseases and voice hygiene. Principles of good pronunciation. Interpretation of a literary text.

3. **Information technology** – the use of computers in the information society. Potential threats connected with computer use. The use of computer in accordance with the principles of ergonomics and occupational health. Practical and effective use of selected computer programs when using IT networks, retrieving and processing information. Web 2.0 tools (Internet 2.0), basics knowledge on e-learning, Blackboard and Moodle, WebQuest. Legal aspects of information technologies and data protection. Information technology (IT) vs Information and communication technology (ICT). Database and hypertext as new structures of content organization. Properties and tools of online communication, mobile media.

4. **Physical education** – Physical games and activities. Basic technical elements of volleyball, basketball, soccer, table tennis and other games. General developmental exercises to develop basic motor characteristics. Learning and practice with the use of strength-developing machines. Learning and practice with the use of aerobic machines. Basic rhythmical forms – simple choreographies. Aerobics. CrossFit & Fitness.

5. **Occupational health and safety** – Ergonomics as a scientific discipline dealing with adjusting work to the psychophysical capabilities of humans. Principles of occupational health and safety. Legal protection of work. Methods and criteria of risk evaluation and analysis. Fire protection and rescue work. Evaluation of occupational risk. Methods of risk prevention. Organization, tasks and methods of work of OHS services. Culture of interpersonal behaviors.

6. **Professional ethics and intellectual property protection** – the object and subject of copyright. Economic and moral copyright. Author's legal agreements. Fair use and quotation right. Plagiarism. Liability for plagiarism. Image protection. Application of industrial property. Procedure of registering a trademark with the Patent Office of the Republic of Poland.

MODULE 2 BASIC

7. **Basic philosophy** – Historical and geographical sources of philosophy and ethical reflection. Division of philosophy into ontology, epistemology and axiology. Knowledge on the main philosophical and ethical trends and the views of their leading representatives. Main trends of ethics. Division of ethics.

8. **General psychology** – Basic trends in psychology. Basic concepts and mechanisms in psychoanalysis, behaviorism and humanistic psychology. Attention processes, perception organization processes, identification and recognition processes. Basic laws and concepts in psychophysics. Motivation psychology – Csikszentmihalyi's flow experience theory, self-determination theory, Apter's reversal theory, Seligman's helplessness theory. Emotion psychology – theories and research by Zajonc, Schwartz and Russell. Methodology of psychological research. Intelligence – basic parameters of measurement. Basic concepts and structure of personality. Learning – classical and instrumental conditioning. Psychology of awareness. Cognitive development during the lifetime.

9. **General sociology** – Genesis, creators and methods of sociology. Selected sociological theories. Socialization – the development of a social being. Social variability – development, progress, modernity, late modernity, globalization, aging society in Poland, women, men, society, sex and gender, sociology of design. Social structure – elements of society: status, role, groups, social

organizations, social interaction, networks of social relationships. Contemporary family: its functioning, problems and threats. Social diversity and social mobility.

10. **Sociology of education** – Main sociological theories as the basis of development of the concept of sociology of education. Socialization and upbringing. A contemporary family as an educational environment, intra-family processes. Impact of the environment on education and the development of social attitudes. School from the critical perspective. Teacher and teacher's role in the contemporary school. Student and their environment. School class as a social group. Educational inequalities in Polish school. Hazardous behaviors of adolescents in the contemporary world. Youth subcultures – inter-group relationships.

11. **Developmental psychology** – Basic concepts and terms regarding developmental psychology and psychology of human development. The concept of developmental change. The objective and sense of development. Factors of human development. Periods in mental development of a human. Characteristics of selected theories of human development during the lifetime. Individual differences in personality-based functioning of a human. Mechanisms of satisfying developmental needs. Developmental disorders and crises. The importance of knowledge of developmental psychology in educational practice. Pedagogical support from the perspective of developmental psychology.

12. **Social and educational psychology** – Authority. Ways of prevention of parenting mistakes. Alternative activities towards youths at risk of social pathology. Ways of mobbing prevention at school. Therapeutic communities preventing drug addiction, therapeutic communities in the rehabilitation of schizophrenia. Depression and grieving in the social context. Educational psychology from the perspective of human development. Reciprocity of effects in the course of social interactions. Stereotypes and prejudice and their impact on social functioning of a human. Prevention of discrimination processes in the school environment. Conflicts in the school environment and ways of solving conflicts.

13. **Basic methodology of social sciences** – The concept, functions, classification criteria and structure of research. Pedagogy as a social science. The concept of method, methodology of sciences and methodology of social research. The concept of research. Scientific knowledge vs doxal knowledge. Types of pedagogical research. Quantitative and qualitative methods in social research. The concept and functions of theories in social research. Researcher's scientific skills. Stages of a study vs stages of social research procedure. The essence, kinds and characteristics of research problems and hypotheses. The procedure of formulating research problems. The concept and kinds of variables and indices. Elements of a research project in quantitative research. Method, technique and research tools in quantitative research. The construction of a research tool. Quantitative research and measurement in social sciences. Analysis and interpretation of the distribution of a quantitative or qualitative variable based on structure indicators. Qualitative methods in social research. Characteristics, process and conditions of accuracy in qualitative research. Possibilities and limitations of the using quantitative and qualitative methods in social research. The ethical aspect of research.

14. **Introduction to andragogy** – Intellectual developmental capabilities of adults. Institutional and methodological dimension of supporting the development of adults. Late adulthood problems and social implications resulting from the aging of the population. Development of one's own future on the basis of biographical analyses. Theoretical and methodological assumptions of andragogy. Elements of teaching adults. The process of adult education. Biographic research in andragogic theory and practice. Educational gerontology and old age education in Poland and in other countries. Educational biography as a new version of life.

15. **Esthetics** – Esthetics as the philosophy of art and the reflection on the contemporary culture. The history of the concept of art. and defining the contemporary art. Artistic, esthetic and supra-esthetic values. Creative reception of art. Exceeding barriers in art. Value(lessness) of kitsch and

un-esthetics. The reality of art as the reality of imagination. Beauty in contemporary art and culture. Interpretation the contemporary art.

16. **Cross-cultural education** – Theoretical assumptions of intercultural education as a scientific subdiscipline and pedagogical activity. Multicultural education vs intercultural education. Objectives and assumptions of intercultural education. Definitions of culture useful in the theory of intercultural education. Cultural diversity in Poland and the idea of borderline. Cultural identity vs social identifications. The issue of identity from the perspective of intercultural pedagogy. Theories of cultural identity acquisition in the situation of culture change. Attitudes to cultural diversity. The concepts of acculturation, accommodation, assimilation, adaptation and conversion. The problem of intercultural conflict. Intercultural communication.

MODULE 3 OPTIONAL

17. **Subject 1**
18. **Subject 2**
19. **Subject 3**

MODULE 4 MAJOR

20. **Basic pedagogy** – Learning among other forms of human experience. Science vs art, doxal knowledge, religion, philosophy and myth. Kinds of knowledge produced in social sciences. Paradigmatic model of scientific development. Contemporary understanding of humanism: humanistic world and the tasks of humanistic education. Classifications of pedagogical sciences. Between pedagogy and auxiliary sciences. The object of study and the concept system of contemporary Polish pedagogy. Education – concept, meanings, dilemmas. Philosophical foundation of education. Relationship between pedagogical theories and educational practice.

21. **History of education** – ancient pedagogical thought. Functions of medieval education. Reformation and its importance. Characteristics and importance of counter-reformation. The Commission of National Education (1773–1794). Main philosophical trends in the Enlightenment period. Socio-political situation in Poland at the time of establishing the Commission of National Education. Education in the time of partitions. The dawn of special needs pedagogy. Maria Grzegorzewska – The originator of Polish special needs pedagogy and her Work Centers Method. Education in the inter-war period. Activity of higher public utility associations and organizations. Educational ideologies in the 2nd Republic of Poland. Structural and organizational changes in the education system.

22. **General didactics** – Etymology, genesis and meaning of the term "didactics", transformations of didactics as a science. The structure of didactic sciences. Learning as the basic didactic concept. Learning theories – 3 schools of learning (behavioral, cognitive and humanistic). Regularities of the learning process. Kinds of learning. Aims and content of education. Directions of changes in educational content – the ontodidactic perspective. Principles, methods and techniques of education. Characteristics of classical educational methods. Organizational forms of education. Individualization of education. School achievements and failures. The need to reconstruct general didactics. The progressivist model of the educational process – characteristics of the modern educational process. Modern educational methods.

23. **Social Pedagogy** – Genesis and development of social pedagogy. The subject, tasks and functions of social pedagogy. Basic categories of concepts concerning social pedagogy. Characteristics of selected local environments (urban and rural areas). A peer group in the context of education and contemporary threats. The organization, structure and function of formal peer groups. A human at

risk – the reasons, essence of the problem and prevention. Unemployment, poverty and homelessness as social phenomena. Methods of socio-educational work. Migrations abroad – terminology, basic forms. Spare time in the context of educational opportunities and threats. Integration of pedagogical influences of the family and school. Non-governmental forms of assistance to the child and family. An ill or disabled child in the family, school and peer community. Human facing death. Forms of assistance to ill and disabled people in the local community. Voluntary work as a form of help and the response to contemporary social needs. The non-governmental sector – legal determinants and forms of functioning.

24. **Theory of education** – Methodological, axiological and teleological issues of the theory of education. Education in the light of philosophical, psychological and pedagogical concepts. Selected elements of the structure of educational process. Representatives of selected research orientations. Basic terms in the theory of education. The structure of the educational process. The person of educator. Basic educational environments.

25. **Pedagogical diagnostics** – Pedagogical diagnosis: the scheme of diagnostic exploration process, diagnostic aspects, basic principles of pedagogical diagnosis, community diagnosis. Diagnostic methods and techniques: the method of individual cases, method of diagnostic poll, community method. Diagnosis of care needs: definition of human needs, classifications of needs, care needs. Diagnosis of the local environment: local community, the sense of community. Social diagnosis, social needs. Diagnosis of social maladjustment, definitions of social maladjustment, symptoms of maladjustment, diagnosing maladjustment – diagnostic techniques. Diagnosis of students' school adaptation, school adaptation, diagnostic tools. Diagnosis of school maturity, school maturity, diagnostic tools. Diagnosis of school problems, school problems, behavioral problems, etiology, diagnostic tools.

26. **Educational law and policy** – Basic concepts in educational law and policy. Sources of education law. Functioning of public and non-public institutions in the light of law. Selected authorities of education institutions executing statutory purposes. Pedagogical supervision in the light of applicable educational law. Educational policy regarding psychological and pedagogical assistance in public schools and kindergartens. Partnership between school and the environment in the light of educational law applicable in Poland. Educational policy regarding teachers' qualifications and professional development.

MODULE 5 SPECIALIZATION (CREATIVITY, ART, MEDIA)

27. **Basic knowledge on culture** – The content and scope of the concept of culture. Definitions of culture. Culture and cultures. Language and thinking about the world. Time and space in culture. Rites, symbols and rituals. Family and relationship. The taboo of incest. Exogamy, endogamy, polyandry, polygyny. Ethnicity and cross-culturality. Evolution of culture. Globalization and new locality. Post-modern critique of culture. Research carried out as part of subdisciplines of contemporary cultural anthropology: the study of myths and rituals, language and symbols, time and space (proxemics), anthropology of shows, anthropology of relationship, anthropological research on contemporary culture. Classical anthropological orientations.

28. **Theory of communication** – communication as a process. Models of the process of communication. The essence and functions of language. Theories of interpersonal communication. Linguistic competence and communicative competence. Non-verbal communication. Communication disorders. The art of effective communication. The basis of group communication. Mediated communication, i.e., communication via the Internet. The influence of mass communication media.

29. **Media studies** – Basic knowledge on contemporary media. Understanding, analysis and interpretation of media messages. The impact of media messages on the society in the light of contemporary media theories. The history of the media. Media communication – the essence and specificity. Elements of the communication process vs the creation and reception of a media image. Hybridization and disappearance of genres in new media. The language of the media: forms and conventions. Media vs ideology. Media sender and recipient. From a mass product to user-generated content. Media economy and media industry. The consumer as a producer (produsage, prosument). Remediation, culture of convergence and remix. Identity in the age of mediatization. Creation and reception of the media image. New media – definitions, classifications, theories. Cyber culture, cyber space, virtual reality and augmented reality. Tendencies of development of contemporary media.

30. Ethno-cultural projects – Basic knowledge necessary to carry out ethno-cultural projects. Ethno-cultural projects: their kinds, typology and definitions. Ethno-cultural projects in the professional practice of cultural workers. Planning, creation and implementation of ethno-cultural projects. Theoretical basis for ethnographic research.

31. **History of art** – Basic problems concerning European art of the ancient, medieval and contemporary times. The analysis of selected phenomena of modern and contemporary art. Art is approached here from the culture studies perspective – as a testimony of transformations of culture and showing its cultural functions.

32. **Media pedagogy** – Basic terminology. Concept, aims and object of media pedagogy. New media – terminology, kinds of new media and their characteristics. Media education of children, adolescents and adults – basic tasks and execution. Models of the process of communication. Theoretical and methodological basis of content analysis of media messages. Selected theories explaining the human – media relationships. Media as a factor supporting the process of child education in the family. Media competence as a new challenge to media education. Selected issues concerning the methodology of media research.

33. **Popular culture** – Selected classical and contemporary theories concerning the origin and development of popular culture. Methods of study and analysis of popular culture products. Interpretation of popular culture products in the context of specific socio-cultural conditions. Formal analysis of selected examples of popular culture.

34. **Continuing education** – Continuing education, lifelong learning, permanent education – similarities and differences, definition dilemmas. Precursors of the idea of lifelong learning. Definition and components of continuing education. Lifelong learning vs continuing education. Traditions and present forms of continuing education. Areas of permanent self-education as perceived by P. Lengrand. Works of the European Commission and the analysis of reports (i.a., by E. Faure, J. Delors, R. Kidd).

35. **Social skill training** – Social skills training as a form of raising social competence. Basic procedures used in training: modeling, role-playing, feedback, transfer of the skills to life. Basic social skills, basic prosocial skills, emotional skills, communication skills, skills of coping in conflict situations. Therapeutic forms of work with the family for the development of social skills.

36. **Basic history of music** – Theory and history of music. Music terminology and its application in musical education. Sources of music culture, their cultural and social determinants. Forms of playing music, construction of musical works, basic terms connected with musical notation. Developing the skills of horizontal and vertical listening. Music popularization and critique.

37. **Photography workshop –** Basic knowledge connected with photography. Learning issues as: how the camera works, what are aperture, shutter speed, ISO and exposure (long time, short time exposure), how to work with different lenses, shallow and deep depth of field, how to take pictures

using histograms, how to edit pictures in Lightroom. Basic theory connected with practical exercises.

38. **Publishing** – Basics of contemporary publishing. History of writing, print and typography. From traditional publications to multimedia and hypermedia ones. Simulations of editorial processes of different types of publication. Typesetting tools, graphic, photographic and painting programs, sound edition programs, programs for multimedia presentations and preparing online publications. Logotype in practice. Traditional vs multimedia publications – Combining text with pictures and sound.

39. **Cinema studies** – Esthetics of silent films: the Lumiere brothers, G. Melies, D.W. Grifffith, German expressionism. Classic Hollywood movies and zero style movies. Style and form in silent films. The role of sound in films. A film as a formal system. Storytelling and narrative. A documentary. Film adaptations. Genre cinema. Film genealogy.

40. **Digital audio editing workshop** – Digital sound in audio works (speech, music, audio surround) Processes and tools of contemporary audio and music production for audio media (radio, phonography), multimedia (computer games, mobile media), audiovisual media (movies, TV, the Internet). Parameters of sound. Basic knowledge on recording and audio editing. Creation of audio space. Stages of studio production – from audio recording and digital synthesis to mastering. Digital audio editing and production software. Audio editors. Sound design. Mobile media in audio editing. Creating podcasts and radio jingles, adding audio to videos.

41. **Creative writing workshop** – Basic knowledge on creative writing. Developing competence in conscious and relevant use of language as a communication tool. Text improvement as regards linguistic correctness, composition and argumentation, stylistic devices, persuasive and narrative techniques.

42. **Video editing workshop** – Theory connected with making films. Main issues: how the camera works, what are film plans, basic settings connected with film shooting, how to shoot with different lenses, how to tell a story through images, how to edit a film. Prepare a short film project.

43. **Creativity training** – Stimulating and developing the ability to generate new and valuable ideas for cognitive and practical problem solving. Learning how to utilize one's creative potential to achieve business, life and social goals. Liberation from the restrictions blocking our innate, expressive creativity. Knowledge about individual and group work tools allowing to increase the efficiency of education and work. The use their natural surroundings to generate ideas. The use of creative process to develop leadership and teamwork skills. Getting over fear of creativity.

44. **Art therapy** – Basic fields of art therapy. Diagnostic and diagnostic functions of visual arts. Basic artistic techniques used in occupational therapy. Colors – their importance, symbolic meaning and influence on human psychology. A mask in therapeutic activities – its importance and possible use. Interactive activities in occupational therapy. Activities using various visual arts techniques to improve manual skills. Assemblage workshop with the use of personal items.

45. **Visual arts workshop** – Developing competence concerning visual arts disciplines and the knowledge on their main representatives. Promotion of visual arts. Methods of art promotion. Creating and effective execution of artistic phenomena. The importance of constructive criticism. Study approach to real forms and phenomena, development of perception, creative processing and interpretation in visual education. Using basic theoretical approaches in order to analyze, interpret, design and forecast practical activities with regard to different contexts of visual education.

46. **Pedagogy of creativity** – Knowledge on creativity, practical (diagnostic and methodological) skills and motivation as conditions for optimum preparation to creative, original presentation of

the content on the curriculum. Models of education for creation and through creation. Diagnosis of resources, abilities, talents and creative attitudes. Methods and techniques of development of creative thinking and imagination. Creative competence of a teacher.

47. **Methods of multimedia use in creative education** – History of media in education. Models of communication. The language of the Internet and manipulation on the media. Human functioning in the virtual world. Internet communities. Digital textbooks in education. The potential of computer games. Ecology of the media. Risks connected with the media culture. E-learning in education. Methods of multimedia use in creative education.

48. **E-learning projects –** The use of e-learning platforms (Moodle and Blackboard). Computer use in the information society. Threats connected with working in a computer network. Basic assumptions concerning the organization and execution of online courses. Principles and methods of work and tools of communication and teaching in e-learning. Creating courses using various modules available on platforms. Ethics in media use. Importance of distance education in the contemporary knowledge society. Importance of e-learning as a tool to support traditional education and self-education.

49. **Mediation and negotiation** – Communication in conflict: communication styles, transactional analysis in relationships, principles of proper communication, typical mistakes in communication. The essence of conflict – definition of conflict, kinds and types of conflict, typical behaviors in conflict situations, escalation of conflicts a solving them. Mediation – definition of mediation, characteristics and basic principles of mediation. Legal aspects of mediation. Mediation skills training. The role and tasks of a mediator. Social negotiations.

50. **Music workshop –** Forms of playing music, construction of musical works, basic terms connected with musical notation. Learning and development of basic musical skills and abilities.

51. **Social media –** The history of social networking sites. Social media – definitions, characteristics and theories. Evolution of functioning of the Internet. Relationship between Web 2.0 and social media. The impact of social media on contemporary life areas – communication, education, culture, politics and consumerism. Socio-cultural aspects of social media. Terms and strategies significant for social media: Big Data, B2B, B2C, CRM, KPI, SEO. Personal branding. Marketing and advertising in social media. Content marketing. Analysis of contexts and trends of using social media. The future of social media – potential directions of development.

52. **Performing arts and drama workshop** – Basic issues connected with drama and related concepts concerning different forms of dramatization in the cultural context. Classical and contemporary drama/performance cultural works. Critical analysis and interpretation of cultural works. New dramatic and paradramatic forms in culture, their social influence and place in processes. Learning an effective pedagogical, educational and therapeutic method based on the natural human inclination to imitation and play and the skills of using it in professional practice.

MODULE 6 DIPLOMA WORK

53. **Bachelor's seminar** – Preparation to choosing and properly understanding the subject of the bachelor's thesis, analysis of publications and gradual preparation to the choice of the subject. Writing the thesis (learning formal requirements for the bachelor's thesis, editing the subject, preparing the content and selecting references). Presentation and reflection on the research instrument and theoretical information used in research. Designing and carrying out research using elementary terminology used in pedagogy. Writing and defense of the bachelor's work.

MODULE 7 TEACHING PRACTICE / INTERNSHIP

54. **2 weeks = 30h** – 30s hours of observation and assistance. It involves the observation (hospitation) and assisting, performing tasks specified by the supervisor (internship Organizer).

55. **6 weeks = 120h** –The basic aim of student internship is to use the theoretical knowledge acquired during the study in the performance of tasks carried out in a specific local environment by institutions and facilities in the area of education. It is important to confront that knowledge with the teaching, educational, care, prevention and resocialization reality with respect to future work. Students' task is to learn the multi-aspect functioning of the facility, the working methods used there and the organizational procedures. Another aim of the internship is to gain experience in solving difficult situations, to acquire and improve organizational and social competence and skills necessary to autonomously plan one's career and perform the tasks related to the chosen specialization in the future. The tasks performed during the internship result from the specificity of work of the institution. Specific tasks are defined in the Program of Internship.

UNIVERSITY OF BIALYSTOK

STUDY PROGRAMME
COURSE: PEDAGOGY
educational level: first degree
effective from the academic year 2019/2020

discipline: PEDAGOGY

eduactional profile: GENERAL ACADEMIC

form of study: FULL-TIME

Study plan approved by the Faculty Council on 11.04.2019

L.P.	MODULE NAME/ COURSE NAME	punkty ECTS	exam after the semester	credit after semester	IN TOTAL	LECTURES	CLASSES	SEMINARS	LABORATORIES	FOREIGN LANGUAGE COURSES	SEMINARS/ PROSEMINARS	FIELD CLASSES	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS
					Number of classes								1 sem.			2 sem.			3 sem.			4 sem.			5 sem.			6 sem.		
													I year						II year						III year					
1	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
MODULE 1. GENERAL UNIVERSITY																														
1	Foreign Language	4		2	60					60				30			30	4												
2	Foreign Language	5	4	4	60					60										30			30	5						
3	Voice Training	1		1	15				15					15	1															
4	Information Technology	2		1	30				30					30	2															
5	Physical Training			2	60		60							30			30	2												
6	Health and Safety			1	5	5							5		1															
7	Professional ethics and protection of intellectual property	1		1	10	10							10		1															
	TOTAL	13			240	15	60		45	120			15	105	5		60	6		30			30	5						
MODULE 2. BASIC																														
8	Basics of Philosophy	3	2	2	30	30													30		3									
9	General Psychology	4	1	1	30	15	15						15	15	4															
10	General Sociology	5	1	1	45	30	15						30	15	5															
11	Sociology of Education	5	3	3	45	30	15												30	15	5									
12	Developmental Psychology	3	2	2	30	15	15									15	15	3												
13	Social and Educational Psychology	5	3	3	45	30	15												30	15	5									
14	Basics of Social Science Methodology	3		2	30	15	15									15	15	2												
15	Introduction to Andragogy	1		3	15		15																15	1						
16	Aesthetics	1		2	15	15													15		1									
17	Intercultural Education	3		1	30	15	15						15	15	2															
	TOTAL	33			315	195	120						60	45	11	75	30	9	60	45	11									

L.P.	MODULE NAME/COURSE NAME	punkty ECTS	exam after the semester	credit after semester	Number of classes IN TOTAL	LECTURES	CLASSES	SEMINARS	LABORATORIES	FOREIGN LANGUAGE COURSES	SEMINARS/PROSEMINARS	FIELD CLASSES	I year 1 sem. LECTURES	CLASSES	ECTS	2 sem. LECTURES	CLASSES	ECTS	II year 3 sem. LECTURES	CLASSES	ECTS	4 sem. LECTURES	CLASSES	ECTS	III year 5 sem. LECTURES	CLASSES	ECTS	6 sem. LECTURES	CLASSES	ECTS
1	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
MODULE 3. ELECTIVE																														
18	Elective 1	2		2	30	30										30		1												
19	Elective 2	2		3	30	15	15												15	15	2									
20	Elective 3	2		3	30	15	15												15	15	2									
	TOTAL	6			90	60	30										30		1	30	30	4									
MODULE 4. MAJOR																														
21	Basics of Pedagogy	7	1	1	60	30	30						30	30	7															
22	History of Education	7	1	1	60	30	30						30	30	7															
23	General Didactics	7	2	2	60	30	30									30	30	7												
24	Social Pedagogy	7	3	3	60	30	30												30	30	7									
25	Theory of Education	7	2	2	60	30	30									30	30	7												
26	Pedagogical Diagnostics	5	3	3	45	30	15												30	15	5									
27	Educational Policy and Law	3	3	3	30	15	15												15	15	3									
	TOTAL	43			375	195	180						60	60	14	60	60	14	75	60	15									
MODULE 5. SPECIALIZATION CREATIVITY ART MEDIA																														
28	Basic Knowledge of Culture	3		4	30	15	15															15	15	3						
29	Communication Theory	3	4	4	30	15	15															15	15	3						
30	Media Studies	4	5	5	45	15	30																		15	30	4			
31	Etno-Cultural Projects	1		5	15	15																			15		1			
32	History of Art.	4		5	45	15	30																		15	30	4			
33	Media Pedagogy	4	4	4	45	15	30															15	30	4						
34	Popular Culture	2		6	15		15																						15	2
35	Permanent Education	1		5	15	15																			15		1			
36	Social Skills Workshop	1		5	15		15																			15	1			
37	Basic History of Music	4	5	5	30	15	15																		15	15	4			
38	Photography Workshop	2		6	30		30																						30	2
39	Desktop Publishing	3		4	30		30																30	3						
40	Knowledge of Film	4		4	45	15	30															15	30	4						
41	Digital Sound Editing Workshop	2		5	30		30																			30	2			
42	Creative Writing Workshop	2		5	15		15																			15	2			
43	Film Editing Workshop	2		5	30		30																			30	2			
44	Creativity Workshop	1		5	15		15																			15	1			
45	Art Therapy	3		5	30	15	15																		15	15	3			
46	Visual Arts Workshop	2		4	30		30																30	2						

L.P.	MODULE NAME/COURSE NAME	punkty ECTS	exam after the semester	credit after semester	IN TOTAL	LECTURES	CLASSES	SEMINARS	LABORATORIES	FOREIGN LANGUAGE COURSES	SEMINARS/PROSEMINARS	FIELD CLASSES	LECTURES (1sem)	CLASSES (1sem)	ECTS (1sem)	LECTURES (2sem)	CLASSES (2sem)	ECTS (2sem)	LECTURES (3sem)	CLASSES (3sem)	ECTS (3sem)	LECTURES (4sem)	CLASSES (4sem)	ECTS (4sem)	LECTURES (5sem)	CLASSES (5sem)	ECTS (5sem)	LECTURES (6sem)	CLASSES (6sem)	ECTS (6sem)
1	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
47	Pedagogy of Creativity	4	5	5	45	15	30																		15	30	4			
48	Methods of Using Multimedia in Creative Education	3		6	30	15	15																					15	15	3
49	E-learning Projects	4	4	4	30	15	15															15	15	4						
50	Mediations and Negotiations	1		5	15		15																			15	1			
51	Music Workshop	2		6	15		15																						15	2
52	Social Media	1		6	15		15																						15	1
53	Performative Arts and Theatre Workshop	2		6	30		30																						30	2
	TOTAL	65			720	195	525															75	165	23	105	240	30	15	120	12
MODULE 6. DIPLOMA																														
54	Diploma Seminar	10		6	60						60															30			30	10
	TOTAL	10			60						60															30			30	10
MODULE 7. APPRENTICESHIPS																														
55	Apprenticeships (2 weeks = 30h)	2		4																				2						
56	Apprenticeships (6 weeks = 120h)	8		6																										8
	TOTAL	10																						2						8
	IN TOTAL	180			1800	660	915		45	120	60		135	210	30	165	150	30	165	165	30	75	195	30	105	270	30	15	150	30
	no. of exams/cred.												4	9		4	9		5	8		4	9		3	13			8	

LEARNING OUTCOMES
for the field of study PEDAGOGY
second **degree study –** *general academic* **profile**

Setting the field of study in discipline/scientific disciplines, which the learning outcomes refer to: pedagogy, linguistics, computer science, legal sciences, sociological sciences, and cultural and religious sciences

Identification of the leading discipline: PEDAGOGY

Description symbol of the second degree Polish Qualification Framework (PQF) in the scope of **PEDAGOGY**	Symbol of the field outcome	DESCRIPTION OF THE FIELD LEARNING OUTCOMES
		KNOWLEDGE, a graduate is familiar with and understands:
P6S_WG	KA7_WG1	knows the terminology used in pedagogy and its application in related disciplines at the advanced level
	KA7_WG2	has in-depth and advanced knowledge on the sources and location of pedagogy in the system of sciences and its subjective and methodological relationships with other disciplines
	KA7_WG3	has in-depth, organized knowledge on the current directions of development of pedagogy, pedagogical trends and systems; understands their historical and cultural determinants
	KA7_WG4	has in-depth, organized knowledge on the subject matter and methodological specificity of pedagogy (knows the main schools, research orientations, strategies and methods of research used in social sciences and the humanities; knows the map of methodological attitudes and approaches; understands the postulate of multiple paradigms in doing educational research)
	KA7_WG5	has organized, in-depth knowledge on pedagogical subdisciplines and specializations, including their terminologies, theories and methodologies
	KA7_WG6	has in-depth knowledge on biological, psychological and social development of a human
	KA7_WG7	has in-depth knowledge on the kinds of social bonds and their regularities significant for educational processes
	KA7_WG8	has organized knowledge on the theories of education, teaching and learning, and other educational processes
P6S_WK	KA7_WK1	has advanced knowledge on different kinds of social structures and institutions of social life as well as relationships between them significant for educational processes
	KA7_WK2	has organized knowledge on cultural determinants of educational processes
	KA7_WK3	has organized knowledge (deepened in selected fields) on the objectives, organization and operation of educational, care, cultural, assistance and therapeutic institutions

	KA7_WK4	has in-depth and advanced knowledge on the biological, psychological, social and philosophical foundations of teaching and education; understands the difference between functionality and dysfunctionality, harmony and disharmony, normality and pathology
	KA7_WK5	has in-depth and organized knowledge on various educational environments, their specificity and processes occurring within them
	KA7_WK6	has organized knowledge on the structure and functions of the educational system, knows selected educational systems of other countries
	KA7_WK7	has organized knowledge (deepened in selected fields) on the participants of educational, care, cultural, assistance and therapeutic activity
	KA7_WK8	has organized knowledge on ethical principles and standards and professional ethics
SKILLS, a graduate can/is able to:		
P6S_UW	KP6_UW1	has advanced skills of observing, searching for and processing information on various social phenomena using diverse sources, and interpreting them from the point of view of educational problems
	KP6_UW2	is able to apply and integrate theoretical knowledge on pedagogy and related disciplines in order to diagnose and analyze complex teaching, educa tional, care, cultural, assistance and therapeutic problems and to design practical measures
P6S_UK	KP6_UK1	is able to use different communication channels and techniques to communicate effectively with pedagogy specialists and with non-specialists, using modern technological solutions
	KP6_UK2	is able to express his/her thoughts clearly, coherently and precisely orally and in writing, is able to create extensive oral and written justifications concerning different pedagogical issues, using diverse theoretical approaches within pedagogy and other scientific disciplines
	KP6_UK3	has advanced skills of presenting his/her own ideas, doubts and suggestions, supporting them with extensive argumentation in the context of selected theoretical perspectives and different authors' views, observing ethical principles
P6S_UO	KA7_UO1	has well developed research skills: knows different orientations in educational research methodology, formulates research problems, chooses relevant methods and techniques and constructs research tools; draws up, presents and interprets research results, draws conclusions, suggests the directions of further research within a selected subdiscipline of pedagogy
	KA7_UO2	has advanced skills of observing, diagnosing and rationally assessing complex educational situations and of analyzing the motivations and patterns of human behaviors
	KA7_UO3	is able to efficiently use selected theoretical approaches to analyze his/her own practical activities
	KA7_UO4	is able to generate original solutions to complex pedagogical problems and predict the course of solving them and the effects of activities planned in certain practical areas
P6S_UU	KA7_UU1	is able to choose and apply the measures appropriate for the pedagogical activity, is able to select the means and methods of work so as to effectively carry out his/her professional tasks
	KA7_UU2	is able to creatively animate work on his/her own development and the development of the participants of educational and teaching/learning processes, to support their autonomy in gaining knowledge and inspire them to lifelong learning activities
	KA7_UU3	has teamwork skills; is able to set and accept common goals and to assume the role of the team leader

		SOCIAL COMPETENCE, a graduate is prepared for:
P6S_KK	KA7_KK1	has in-depth awareness of the level of his/her knowledge and skills, understands the need for continuous personal and professional development
	KA7_KK2	is ready to accept professional and personal challenges; is active, makes the effort and displays endurance in individual and team professional pedagogical activities; cooperates with others
	KA7_KK3	appreciates the importance of pedagogical sciences for the development of individuals and proper social bonds, has a positive attitude to acquiring knowledge in the studied discipline and building the inventory of pedagogical skills
	KA7_KK4	identifies with the values, goals and tasks performed in pedagogical practice, displays reasonableness, maturity and engagement in designing, planning and performance of pedagogical activities
P6S_KO	KP6_KO1	is convinced of the need and importance of professional behavior and observing the principles of professional ethics; recognizes and formulates moral problems and ethical dilemmas connected with his/her own and others' work; looks for optimum solutions and opportunities to correct inappropriate pedagogical activities
	KP6_KO2	takes the responsibility for his/her own work preparedness, decisions, actions and their consequences, feels accountable towards the beneficiaries of his/her activities, displays this attitude in the circle of specialists and indirectly propagates it among others
P6S_KR	KP6_KR1	is sensitive to educational problems, ready to communicate and cooperate with the environment, including non-specialists, and ready to actively participate in groups and organizations performing pedagogical activities
	KP6_KR2	feels responsible for the preservation of the cultural heritage of his/her region, country, Europe and the world

Explanation of the symbols

P6S_WG – *description symbol of the second degree PQF*

P – *practical profile*   **A –** *general academic profile*
P6 or P7 *– PQF level (6 – first degree study, 7 – second degree study and uniform master degree study)*   **S** *– specification typical of qualifications obtained in higher education*
W – knowledge *(descriptive category)*
G – *depth and extent*   **K –** *context*
U – skills *(descriptive category)*
W – *use of knowledge*   **K –** *communicating*   **O –** *work organization*   **U –** *learning*
K – social competence *(descriptive category)*
K – *critical evaluation*   **O –** *responsibility*   **R –** *professional role*

KA6_WG1 *– symbol of the field outcome*

K – *field learning outcomes*
A – *educational profile (A – general academic, P – practical)*
6 – *educational level (6 - first degree study, 7 – second degree study and uniform master degree study)*
W – knowledge *(descriptive category)*
G – *depth and extent*   **K –** *context*
U – skills *(descriptive category)*
W – *use of knowledge*   **K –** *communicating*   **O –** *work organization*   **U –** *learning*
K – social competence *(descriptive category)*
K – *critical evaluation*   **O –** *responsibility*   **R –** *professional role*

STUDY PROGRAMME - Part A

I. GENERAL INFORMATION

1. Name of the field of study: **PEDAGOGY**
2. Level of education: **SECOND CYCLE**
3. Educational profile: **GENERAL ACADEMIC**
4. Form of study: **FULL-TIME**
5. A number of semesters: **4**
6. Total number of ECTS points required to achieve the equivalent level of relevant qualifications: **120**
7. Total number of teaching hours: **875**
8. Programme accepted at the meeting of the Faculty Council on **11 April 201**9**,** effective from the academic year: **2019/2020**

II. EDUCATION MODULES

Modules (module code: MK_1 and name)	Learning outcomes — Knowledge, Skills, Social competence (symbols)	Teaching methods and verification	Courses/modules	a number of ECTS points for course/modul	that require direct participation of teachers and students	in basic science specific for a given field of study learning outcomes refer to for a given field, level and profile of education	that are practical	in humanities or social sciences (min. 5 ECTS points) - for the fields from other areas of science*	in a foreign language (language classes)	in apprenticeships	that are elective
1	2	3	4	5	6	7	8	9	10	11	12
MK_1 GENERAL ACADEMIC	KA7_WG6, KA7_WG7, KA7_WK2, KA7_WK5, KA7_UW1, KA7_UW2, KA7_UK2, KA7_UK3, KA7_UO1, KA7_UO2, KA7_KK1, KA7_KO1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Cultural Anthropology	5	2,5	5	2,5				
	KA7_UW1, KA7_UK2, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Foreign Language	2	1	2	1		2		2
	KA7_UK1, KA7_UK2, KA7_KK2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Specialist Linguistic Skills	3	1,5	3	1,5		2		
	KA7_WK5, KA7_UW1, KA7_UK1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Information Technology	2	1	2	1				
	KA7_WK8, KA7_UK3, KA7_KK4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Management of Intellectual Property Resources	1	0,5	1	0,5				
			total	13	6,5	13	6,5	0	4	0	2

	Learning outcomes	Verification	Subject								
MK_2 BASIC	KA7_WK2, KA7_WK8, KA7_UK3, KA7_UU3, KA7_KR1, KA7_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Intercultural Communication	5	2,5	5	2,5				
	KA7_WG3, KA7_WG7, KA7_UO1, KA7_UO3, KA7_KK1, KA7_KO1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Basics of Aesthetics	2	1	2	1				
	KA7_WG7, KA7_WK1, KA7_UW1, KA7_UW2, KA7_UO4, KA7_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Social Pedagogy	5	2,5	5	2,5				
	KA7_WG1, KA7_WG3, KA7_UW2, KA7_UK2, KA7_KK3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Pedagogical Anthropology	2	1	2	1				
	KA7_WG6, KA7_WG7, KA7_WK4, KA7_UW1, KA7_UO2, KA7_UU3, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Social Psychology	5	2,5	5	2,5				
			total	**19**	**9,5**	**19**	**9,5**	**0**	**0**	**0**	**0**
MK_3 MAJOR	KA7_WG7, KA7_WK2, KA7_WK4, KA7_WK5, KA7_UK1, KA7_UO3, KA7_UU1, KA7_UU3, KA7_KK3, KA7_KR1, KA7_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Intercultural Education	6	3	6	3				
	KA7_WG1, KA7_WG3, KA7_UW1, KA7_UK3, KA7_KK3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Directions of Education in the 20th Century Pedagogy	4	2	4	2				
	KA7_WG1, KA7_WG2, KA7_WG3, KA7_UW2, KA7_UU1, KA7_KK3, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	General Pedagogy	5	2,5	5	2,5				
	KA7_WG1, KA7_WG2, KA7_WG3, KA7_WG5, KA7_WG6, KA7_WK6, KA7_UW1, KA7_UW2, KA7_UK2, KA7_UO1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Comparative Pedagogy	5	2,5	5	2,5				
	KA7_WG5, KA7_WK7, KA7_UK3, KA7_UU1, KA7_UU3, KA7_KK1,KA7_KK2, KA7_KK4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Modern Trends in Didactics	4	2	4	2				
			total	**24**	**12**	**24**	**12**	**0**	**0**	**0**	**0**
MK_4 METHODOLOGICAL	KA7_WG2, KA7_WG4, KA7_WK1, KA7_WK8, KA7_UW2, KA7_UO1, KA7_UO3, KA7_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Research Design in Social Sciences	2	1	2	1				
	KA7_WG2, KA7_WG4, KA7_UO2, KA7_KK2,	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Quantitative Methods in Educational Research	3	1,5	3	1,5				
	KA7_WG2, KA7_WG4, KA7_UW1, KA7_UO1, KA7_KK2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Qualitative Research Methods	3	1,5	3	1,5				
			total	**8**	**4**	**8**	**4**	**0**	**0**	**0**	**0**
MK_5 ELECTIVE CLASSES	KA7_WK5, KA7_WK7, KA7_UO3, KA7_UU1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Elective subject (to be decided by the Dean)	2	1	2	1		2		2
			total	**2**	**1**	**2**	**1**	**0**	**2**	**0**	**2**

Module	Learning outcomes	Verification	Course							
MK_6 DIPLOMA WORK	KA7_WG4, KA7_WG5, KA7_WG6, KA7_WK3, KA7_WK8, KA7_UW1, KA7_UW2, KA7_UK3, KA7_UO1, KA7_UO3, KA7_KO1, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	MA Seminar	13	6,5	13	6,5			13
			total	13	6,5	13	6,5	0	0	0	13
MK_7a SPECIALIZATION CULTURAL ANIMATION	KA7_WG6, KA7_WK7, KA7_UW1, KA7_UO2, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Anthropology of Everyday Life	2	1	2	1			2
	KA7_WG4, KA7_WK8, KA7_UW1, KA7_UO1, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Virtual Ethnography	2	1	2	1			2
	KA7_WK1, KA7_WK3, KA7_UW2, KA7_UO4, KA7_UU2, KA7_KK2, KA7_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Institutions of Cultural Animation	4	2	4	2			4
	KA7_WG7, KA7_WK2, KA7_UK2, KA7_UU3, KA7_KK3, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Media Communication	4	2	4	2			4
	KA7_WK3, KA7_UK1, KA7_KK1, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Media Studies	5	2,5	5	2,5			5
	KA7_WG5, KA7_WK4, KA7_WG8, KA7_WK8, KA7_UU1, KA7_UU2, KA7_KK4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Methodology and Forms of Cultural Animation	4	2	4	2			4
	KA7_WK1, KA7_WK5, KA7_UW2, KA7_UK1, KA7_UU3, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	New Media Technologies, Educational, Cultural and Social Practice	6	3	6	3			6
	KA7_WK3, KA7_WK7, KA7_UW2, KA7_UK3, KA7_UO4, KA7_UU2, KA7_KO1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Cultural Animation Project	4	2	4	2			4
	KA7_WK1, KA7_WK2, KA7_UW1, KA7_UK1, KA7_UO2, KA7_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Sociology of Culture	5	2,5	5	2,5			5
	KA7_WK2, KA7_WK4, KA7_WK7, KA7_UK2, KA7_UO4, KA7_KK2, KA7_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Selected Problems of Contemporary Culture	5	2,5	5	2,5			5
			total	41	20,5	41	20,5	0	0	0	41
			TOTAL NUMBER OF ECTS points for ALL MODULES	**120**	**60**	**120**	**60**	**0**	**6**	**0**	**58**

* refers to the fields that are not assigned to the area of humanities or social sciences

III PROPORTIONAL INDICATORS (percentage)

1. Percentage share of ECTS points for the classes that require direct participation of teachers and students:	50%
2. Percentage share of ECTS points earned for elective modules (min. 30%):	47,50%
3. Percentage share of ECTS points earned for the classes conducted in a foreign language (in a total number of ECTS points envisaged by the study programme):	100,00%
4. Percentage share of ECTS points earned for the modules connected with practical vocational preparation, where students of practical educational profiles acquire practical skills and social	nie dotyczy
5. Percentage share of ECTS points earned for the modules connected with scientific research in the area of science related to the field of study,	51,67
6. Percentage share of ECTS points for each area of education assigned with the study programme *(if learning outcomes determined for the educational programme have been distinguished from several areas of education)* :	pedagogy 71% sociological sciences 9% psychology 6% philospohy 4% science about social communication and media 4% computer science 2% linguistics 1% legal sciences 1% science about culture and religion 1% science about health 1%

IV. CONDITIONS OF GRADUATION AND CONFERRED PROFESSIONAL TITLE

1. Admission to the diploma exam is conditional on: passing all the exams and receiving credits on all the modules within the study programme, writing a diploma thesis.   2. Diploma thesis defense   3. The graduate receives the master's degree upon meeting the requirements specified in items 1 and 2.

1. Name of the field of study: **PEDAGOGY**
2. Level of education: **SECOND CYCLE**
3. Educational profile: **GENERAL ACADEMIC**

MODULES' PROGRAMME CONTENT

MK_1 MODULE 1 GENERAL ACADEMIC

1) **Cultural Anthropology** – Cultural anthropology is a scientific field that has changed a lot in the past half century, mainly because of socio-cultural transformations connected with the spatiotemporal compression of the world, globalization, and postmodern reflection. The area of study of this discipline has expanded greatly. Nowadays, apart from its traditional focus on primitive communities, it covers a whole range of cultures of various types and levels. Therefore, not only classical anthropological schools (such as evolutionism, diffusionism, functionalism and structuralism) will be discussed during the lectures and classes, but also issues studied by new subdisciplines of cultural anthropology, such as the anthropology of gender, anthropology of the body, or anthropology of objects. The course will start with the issue of beginnings of culture in the Upper Paleolithic and Neolithic periods, and finish with the issues connected with contemporary cultural transformations in the context of globalization and postmodernism. The objective of the subject is to teach the students the basic terms of cultural anthropology, to provide them with instruments to analyze cultural phenomena in anthropological categories, to build their research curiosity and the awareness of cultural relativism.

2) **Foreign Language** – Expressions included in scientific publications, typical phrases, vocabulary, sentence structures and abbreviations. Writing skills – writing the abstract of the diploma thesis. Oral skills – the ability to convey specialist knowledge in the form of presentation and discussion participation. Deepening the knowledge of specialist vocabulary from different areas of pedagogy and psychology. Vocabulary and the ability to discuss issues connected with the academic circle, divisions of pedagogy and psychology, work and employment. Interview.

3) **Specialist Linguistic Skills** – Improving selected linguistic skills. Practising language skills: speaking, reading authentic texts. Elements of translation. Listening comprehension of original recordings. Acquisition and consolidation of vocabulary from a certain theme, e.g., emigration, unemployment, aging society, poverty and social exclusion, discrimination, social effects of the crisis, etc.

4) **Information Technology** – Assumptions of the concept of multimedia education as the basis for didactic planning and the creation of teaching materials: searching, verification, processing, use and propagation of digital contents; using modern technologies in the educational process. Legal aspects of information technology and data protection: data security and protection; copyright; types of software license, computer piracy vs intellectual property rights, models of distribution and protection of content in the new media. Creating and processing multimedia objects as digital teaching contents: processing of raster graphics, processing of vector graphics. Creating online materials in HTML technology: overview of the website structure; introduction to the HTML language; creating teaching materials based on HTML. Educational presentations in Flash technology: overview of Flash technology; using Flash technology to develop and present teaching materials. Designing and implementing

multimedia educational programmes and teaching units enriched with modern forms of visualization: SmartTech – Interactive whiteboard; programming in Scratch.

5) **Management of Intellectual Property Resources** – Basic terminology connected with the protection of intellectual property. Intellectual property and industrial property as intangible assets. Procedures of property protection – definitions and principles of the protection of intellectual property and copyright. Active protection of intellectual property. The importance of different techniques and ways of protecting individual property. Management of intellectual property vs management of knowledge. Management of intellectual property in research activity. Public support for the management of intellectual property.

MK_2 MODULE 2 BASIC

6) **Intercultural Communication** – The essence and goals of intercultural communication and interculturalism. Intercultural communication competence. Attitudes to cultural differences and knowledge on cultural diversity as an element of intercultural communication competence. The essence of cultural relativism and its role in education. From ethnocentrism to cultural symbiosis. Cultural identity of an individual as the factor determining intercultural communication competence. The concept of identification profile in identity analyses. Religious and ethno-national space in intercultural communication.

7) **Basics of Aesthetics** – Aesthetics as the philosophy of art and the reflection on the contemporary culture. The history of the concept of art. Defining the contemporary art. Aesthetic values in art and culture. Creative reception of art. Aesthetic experience. Kitsch.

8) **Social Pedagogy** – Genesis and development of social pedagogy. The subject, tasks and functions of social pedagogy. Areas of interest of social pedagogy. Current social problems in Europe and in Poland. The living environment of a contemporary human: the concept, characteristics, and transformations. Family as the living environment of a contemporary human. Transformations and characteristics of married and family life. Areas of family dysfunctions. Migrations abroad as global experiences: types, causes, characteristics and consequences of migration. Aspects of childhood in the contemporary world. Health education and its importance.

9) **Pedagogical Anthropology** – Pedagogical anthropology and its place in the system of pedagogical knowledge. Phenomenology in pedagogical anthropology. Philosophical concepts of a human. Symbolic systems. Culture and language. Religion from the perspective of pedagogical anthropology. Ethnicity. Pedagogical aspects in the context of cultural borderline.

10) **Social Psychology** – The object and place of social psychology among other social sciences. Social psychology vs social problems. Ethical problems in psychological research. Knowledge on the contemporary world: the way of mental reflection of the social world. Naive realism, the illusion of objectivism, the false consensus effect, the halo effect, self-fulfilling prophecy. Anchoring, accessibility, confirmation bias. Attribution theories, attribution bias. Attitudes. Relationship between attitudes and behavior. Persuasive models of shaping attitudes. Central and peripheral strategies of persuasion. Cognitive dissonance. The essence and ways of dissonance reduction. Cognitive dissonance vs the self-image. Engagement vs internal motivation. Conformism and submission. Interpersonal attractiveness. Affiliation motivation. Attraction: proximity effect and mere exposure effect. Physical attractiveness. The role of similarity in interpersonal attractiveness. Stereotypes and prejudices. Cognitive mechanisms of stereotype development. Personality, social and emotional sources of prejudice.

MK_3 MODULE 3 MAJOR

11) **Intercultural Education** – Theoretical assumptions of intercultural education as a scientific subdiscipline and pedagogical activity. Multicultural education vs intercultural education. Objectives and assumptions of intercultural education. Definitions of culture useful in the theory of intercultural education. Cultural diversity in Poland and the idea of borderline. Cultural identity vs social identifications. The issue of identity from the perspective of intercultural pedagogy. Theories of cultural identity acquisition in the situation of culture change. Attitudes to cultural diversity. The concepts of acculturation, accommodation, assimilation, adaptation and conversion. The problem of intercultural conflict. Intercultural communication.

12) **Directions of Education in the 20th Century Pedagogy** – Factors determining the development of directions of education. Classification of directions in 20th century pedagogy From philosophical pedagogy to empirical pedagogy. A breakthrough in pedagogy: the Progressive Education movement and its representatives. Critique of the traditional school: Ellen Key's manifesto "The Century of the Child". Theoretical trends in Polish 20th century pedagogy New trends of the latest decades. Differentiation and integration processes in educational sciences.

13) **General Pedagogy** – The language of pedagogy: an attempt to build a system of categories of variations of contemporary pedagogy in the context of traditional pedagogy mind map. Origin and evolution of the identity of pedagogy. Changes in the relationship between educational theory and practice. The multiplicity of contemporary pedagogical approaches and their varied reception. Philosophical (ontic and axiological) problems of education. Theoretical and methodological problems of research on educational processes (and educational discourses).

14) **Comparative Pedagogy** – Comparative pedagogy as an autonomous field of study, its subject, objectives, tasks and functions. Basic concepts of comparative pedagogy and relations between them. Theoretical assumptions and methodological foundations of international comparative analyses. International comparative studies: types, kinds and results of analyses of education around the world. Indices if development of modern educational systems. Educational policy vs the development of modern educational systems. Educational models around the world: compulsory, secondary and higher education. Educational reforms around the world: determinants, assumptions, effects. Tendencies and directions of educational development in the society of advanced modernity. Education in neoliberal and socio-democratic social and political doctrine. Cultural and social context of functioning and development of contemporary education around the world.

15) **Modern Trends in Didactics** – Changes in didactics as a science. Changes in educational teleology and changes in teaching contents. Towards multiple paradigms in didactics. Teaching styles and learning patterns. Active learning environment. The use of information and communication technology in education. Self-education as the basic process in the course of development of the idea of continuous education. The idea of didactic projects in education. New research areas concerning school failures. Neurodidactics – a chance for successful learning. Education vs contemporary and future challenges. Towards higher quality of academic education. Evaluation of educational effects.

MK_4 MODULE 4 METHODOLOGICAL

16) **Research Design in Social Sciences** – The concept of method, scientific methodology, and social research methodology. Scientific knowledge vs doxal knowledge. The concept and types of research. Genesis and development of the concept of studying social phenomena. Methodological basis of contemporary social sciences Combining quantitative empirical

research with qualitative empirical research. The concept of paradigm in science development. The concept, characteristics and functions of a scientific theory. Creating conceptual order. Stages of a study vs stages of social research procedure. Planning the research process in social sciences. The concept of research and its components. Ethics in scientific research Intellectual property and its protection. Plagiarism. Communicating the results of social research.

17) **Quantitative Methods in Educational Research** – Statistical methods in social sciences. Stages of a study in quantitative research. Subject matter and objectives of research. The essence, kinds and characteristics of research problems and hypotheses. The concept and kinds of variables and indicators in social sciences. Constructing instruments in survey-based research (with special consideration of a survey questionnaire). The relation between questions (items) in the questionnaire and the research problems. Ethical problems connected with instrument construction. Constructing online questionnaires. Basic statistical concepts. Characteristics of measurement scales: nominal, ordinal, divisional and relational. Transformation of scales. Saving quantitative research data in computer memory – the use of Excel and Google drive. Creating pivot tables. Graphic forms of data presentation. Correlation and functional relation. The conditions of application, calculation and interpretation of Pearson's correlation coefficient. Statistical inference. The use of non-parametric tests – test for independence 2, and parametric tests – t-Student test for two independent samples, t-Student test for two dependent samples.

18) **Qualitative Research Methods** – The specificity of qualitative research: assumptions, characteristics, opportunities and limitations. Ethical standards in qualitative research. The review of the main schools, research orientations, strategies and methods of qualitative research. Map of methodological views and approaches in qualitative research. Qualitative research design. Phases of carrying out a research project. Analysis and interpretation of empirical qualitative data. Reporting the results of qualitative research.

MK_5 MODULE 5 ELECTIVE CLASSES

19) **Elective subject* (to be decided by the Dean)**

MK_6 MODULE 6 DIPLOMA WORK

20) **MA Seminar** – The programme of seminar differs depending on research interests. Requirements pertaining to a scientific publication (diploma thesis): structure, language, content, formal and ethical aspects. Selection and use of sources. Bibliographic references. Preparation and analysis of individual methodological research concepts. Drawing up the research tools and preparing to field research. Preparation and analysis of the theoretical chapter presenting the studied problem in the light of source literature. The characteristics of original research results in the context of research problems. Preparing the empirical part of the work, including the characteristics of the study area, the sample, the institution, discussion of the results of data analysis, conclusions and appendices. Preparing the conclusions from the study and discussing the achievement of theoretical (cognitive) aims of the study. Preparing projects, programmes and proposals of specific activities in response to the practical aim of original research. Preparing and submitting for evaluation the first version of the master's thesis. Correcting the work and preparing the final version.

MK_7 MODULE 7 SPECIALIZATION CULTURAL ANIMATION

21) **Anthropology of Everyday Life** – The subject presents basic knowledge concerning problems of anthropology of everyday life. During the classes, the students will learn the genesis, essence and selected examples of research on everyday life. The issues discussed in class will be i.a., the existential dimension of everyday life, anthropology of objects, and anthropology of food. Examples of cultural practices as part of everyday creativity will also be discussed. The objective of the course is to provide the students with instruments to interpret the cultural dimension of everyday life practices.

22) **Virtual Ethnography** – The introduction to a new research method – virtual ethnography, which is becoming more and more popular with researchers. Netnography is the study of online communities with the use of a set of techniques and methods applied in classical ethnography. During the classes, the principles of carrying out traditional ethnographic research will be discussed. Then, on the basis of study reports and texts devoted to virtual ethnography, students will learn how to apply it in practice. The students will design their own research project that can be carried out using the netnography method.

23) **Institutions of Cultural Animation** – The classes will discuss the specificity of operation of different cultural animation institutions. They include meetings with cultural animators working at institutions such as art galleries, museums and culture centers, as well as organizers of festivals, exhibitions and cultural, social and educational events. The students learn the specificity of creating selected artistic, cultural and social projects in institutions financed from the state budget, NGO projects, and individual projects.

24) **Media Communication** – The goal of this subject is to familiarize the students with the problems of communication through the new media. The content of the course is the influence of technology on culture, the review of theories concerning the media and communication, with the emphasis on differentiation between old and new media, the problem of hybridization and the loss of genres in the new media, the problem of definition, classification, theory and language of the new media and the impact of new media on contemporary culture. The classes will include the discussion of phenomena connected with the contemporary media, such as convergence, remediation, cyber space, cyber culture, virtuality, hypertextuality, remix, autopresentation in the new media, as well as social and communication aspects of the new media. The classes are devoted to, i.a., the analysis of relationship between traditional and new media, the "copy-paste" syndrome and the culture of copying, decontextualization, online news releases, the professional/amateur relationship, new epistemology of the network, new institutionalism, virtual communities, media – politics – network relationships (media visibility, show and political marketing, scandal, informationism), the problem of media and and violence culture (criminal news, moral panic, pornography of death, trivialization of evil), as well as alternative/diaspora media (online participation, media diasporas, e-mobilization, evolution of alternative media).

25) **Media Studies** – The subject makes pedagogy students familiar with the basics of contemporary media studies, and gives them the basic skills of understanding, analysis and interpretation of media messages and their influence on the society on the basis of current media studies theories. The content of the subject is based on contemporary media studies literature. The classes have the form of discussion on selected theoretical issues as well as analyses and interpretation of media messages. The topics include i.a., issues such as the history of the media, elements of the communication process vs the creation and reception of a media message, media genres, language of the media, media manipulation and persuasion, the influence of the media, media sender and recipient, media economy and media industry, consumer as producer, remediation, the culture of convergence and remix, identity in the age of mediatization, creation and reception of the media image, definitions, classifications,

theories and language of the new media and their impact on the contemporary culture, cyber culture, cyber space, virtual reality, augmented reality, media in the cyborg era.

26) **Methodology and Forms of Cultural Animation** – This subject meets the need to combine the reflection on culture with creative activity and shaping active attitudes. The students will learn to study and understand contemporary culture, use different artistic forms in social projects, and practically apply the knowledge when working with different groups. The topics discussed during the classes will be e.g., socio-cultural animation, a cultural animator, promotion of culture, phases of the animation process, kinds of cultural animation, community arts, relations between animation and arts, education, the new media, ethnography, and anthropology.

27) **New Media Technologies and Educational, Cultural and Social Practice** – The objective of the subject is to enhance students' knowledge on the new media in the context of contemporary cultural, social and educational processes, to equip the students with the skills of comprehension and better analysis of new media phenomena, to allow them more competent understanding, analysis, and creation of cultural, social and educational contents in the new media. The course will include lectures concerning the specificity and evolution of new digital media and their application in the sphere of education, culture and social activities, as well as classes devoted to the analysis of the newest digital technologies and their specific applications in the above-mentioned areas.

28) **Cultural Animation Project** – During the practical classes (workshop), the students will prepare a group animation activity project using different artistic and media fields. The project can be carried out in various areas such as video, photography, sound and music, DIY (creative DIY workshops), and social media (creating a multimedia story in social media). The project can be carried out by different teachers and can involve tutoring.

29) **Sociology of Culture** – The course in sociology of culture is designed to complement the knowledge and skills acquired during the classes in cultural studies. Sociology of culture does not have precise boundaries or a fully crystallized object of study. Still, the issues important for this (sub)discipline are clearly those connected with contemporary symbolic culture, concerning e.g., symbolic codes, values, behavior patterns and attitudes. Designing the classes, we tried to choose issues that are significant and up to date (although this selection is unavoidably quite subjective). During the course, the students will learn the subject matter of sociology of culture, the basic terminology of this (sub)discipline, and will learn to distinguish between sociological knowledge and doxal knowledge. The objective of the classes is to develop the skills helping the students analyze the relations between social life and culture and to form the attitude focused on studying the rules underlying the contemporary symbolic culture. The course will also help develop sociological reflection and use it in critical analysis of cultural phenomena.

30) **Selected Problems of Contemporary Culture** – Critical reflections on contemporary culture. Analysis of mass society from the perspective of J. Ortega y Gasset. Critical reflection of the representatives of the Frankfurt School: T. Adorno, M. Horkheimer, and H. Marcuse. M. Heidegger's culture critique. Critique of the "grand narrative" from the perspective of J.-F. Lyotard. The concept of the "simulacra culture" by J. Baudrillard. Reflection on the model of cultural dominance (the postmodernism model) according to F. Jameson and the concept of postmodernism by M. P. Davidson.

UNIVERSITY OF BIALYSTOK

STUDY PROGRAMME
COURSE: PEDAGOGY
level of education: second cycle
effective from the academic year 2019/2020

discipline: PEDAGOGY
eduactional profile: GENERAL ACADEMIC
form of study: FULL-TIME
Study plan approved by the Faculty Council on 11 April 2019

| | | | | | Number of classes | | | | | | | | I year | | | | | | II year | | | | | |
| | | | | | | | | | | | | | 1 sem. | | | 2 sem. | | | 3 sem. | | | 4 sem. | | |
L.P.	MODULE NAME/ COURSE NAME	ECTS	exam after the semester	credit after semester	IN TOTAL	LECTURES	CLASSES	SEMINARS	LABORATORIES	FOREIGN LANGUAGE	SEMINARS/ PROSEMINARS	FIELD CLASSES	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS
1	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
MODULE 1 GENERAL ACADEMIC																								
1	Cultural Anthropology	5	2	2	30	15	15									15	15	5						
2	Foreign Language	2	2	2	30					30							30	2						
3	Specialist Linguistic Skills	3		3	30					30										30	3			
4	Information Technology	2		1	15				15					15	2									
5	Management of Intellectual Property Resources	1		2	5	5										5		1						
	RAZEM	13			110	20	15		15	60				15	2	20	45	8		30	3			
MODULE 2 BASIC																								
6	Intercultural Communication	5	2	2	30	15	15									15	15	5						
7	Basics of Aesthetics	2		2	15	15										15		2						
8	Social Pedagogy	5	1	1	30	15	15						15	15	5									
9	Pedagogical Anthropology	2		2	15	15										15		2						
10	Social Psychology	5	1	1	30	15	15						15	15	5									
	RAZEM	19			120	75	45						30	30	10	45	15	9						
MODULE 3 MAJOR																								
11	Intercultural Education	6	1	1	45	30	15						30	15	6									
12	Directions of Education in the 20th Century Pedagogy	4		4	30	15	15															15	15	4
13	General Pedagogy	5	1	1	30	15	15						15	15	5									
14	Comparative Pedagogy	5	3	3	30	15	15												15	15	5			
15	Modern Trends in Didactics	4		3	30	15	15												15	15	4			
	RAZEM	24			165	90	75						45	30	11				30	30	9	15	15	4

L.P.	MODULE NAME/ COURSE NAME	ECTS	exam after the semester	credit after semester	Number of classes								1 sem.			2 sem.			3 sem.			4 sem.		
					IN TOTAL	LECTURES	CLASSES	SEMINARS	LABORATORIES	FOREIGN LANGUAGE	SEMINARS/ PROSEMINARS	FIELD CLASSES	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS
MODULE 4 METHODOLOGICAL																								
16	Research Design in Social Sciences	2		1	**10**	10							10		*2*									
17	Quantitative Methods in Educational Research	3		2	**25**	10	15									10	15	*3*						
18	Qualitative Research Methods	3		2	**25**	10	15									10	15	*3*						
	RAZEM	8			60	30	30						10		*2*	20	30	*6*						
MODULE 5 ELECTIVE CLASSES																								
19	Elective subject*	2		3	**15**		15													15	*2*			
	RAZEM	2			15		15													15	*2*			
MODULE 6 DIPLOMA WORK																								
20	MA Seminar	3		2	**60**						60			30			30	*3*						
	MA Seminar	10		4	**60**						60									30			30	*10*
	RAZEM	13			120						120			30			30	*3*		30			30	*10*
MODULE 7 SPECIALIZATION CULTURAL ANIMATION																								
21	Anthropology of Everyday Life	2		4	**15**		15																15	*2*
22	Virtual Ethnography	2		3	**15**		15													15	*2*			
23	Institutions of Cultural Animation	4		2	**30**		30										30	*4*						
24	Media Communication	4		4	**30**	15	15															15	15	*4*
25	Media Studies	5	1	1	**30**	15	15												15	15	*5*			
26	Methodology and Forms of Cultural Animation	4		3	**30**	15	15												15	15	*4*			
27	New Media Technologies, Educational, Cultural and Social Practice	6		4	**45**	15	30															15	30	*6*
28	Cultural Animation Project	4		4	**30**		30																30	*4*
29	Sociology of Culture	5	3	3	**30**	15	15						15	15	*5*									
30	Selected Problems of Contemporary Culture	5	3	3	**30**	15	15												15	15	*5*			
	RAZEM	41			285	90	195						15	15	*5*		30	*4*	45	60	*16*	30	90	*16*
	OGÓŁEM	120			875	305	375		15	60	120		100	120	30	85	150	30	75	165	30	45	135	30
	liczba egz./zal.												5	7		3	10		3	8			6	

* Elective subject (to be decided by the Dean)