

EDUCATION

Subjects available to choose from on each year/semester are marked with ECTS points and highlighted in colour.

Lp	SUBJECT NAME	1st Year		2nd Year		3rd Year	
		1st semester (winter)	2nd semester (summer)	3rd semester (winter)	4th semester (summer)	5th semester (winter)	6th semester (summer)
General							
1	Health & Safety training						
2	Library training						
3	Physical education		1	1			
4	Foreign language		2	2	2	2	
5	Biomedical foundation of human development	3					
6	Health education				2		
7	Technology of intellectual work	1					
8	Information technology (IT)		2				
Fundamental Sciences							
9	Philosophy	5					
10	Ethics and deontology of teacher's work		2				
11	Fundamentals of pedagogy	6					
12	General Psychology	5					
13	Psychology of personalities development		5				
14	Social psychology				1		
15	Education psychology			5			
16	Sociology basics of teaching			2			
17	Methodology of pedagogic researches				4		
18	Selected issues of christianity pedagogy			1			
Specialised sciences							
19	Current educational systems				2		
20	Theoretical foundations of education		5				
21	Didactics			4			

22	Media literacy		3				
23	History of education	4					
24	Social pedagogy		5				
25	Environmental education	2					
26	Communication			1			
27	Traineeship (30h during 2nd semester, 60h during 4th semester)		2		4		
28	Special pedagogy			6			
29	School pedagogy		3				
30	Diploma seminar				2	5	5
31	Family pedagogy			6			
32	Subject to choose from (1. Art. Of self-education u 2. Neurodidactics.)				2		
33	Pedagogy of culture				2		
34	Importance of computer and IT in teacher's work			2			
35	Practice				4		
36	Speech therapy basics					4	
37	Social policy					1	
38	Prevention, diagnosis and therapy of learning disabilities					4	
SPECIALITY I - PRE-SCHOOL AND EARLY CHILDHOOD PEDAGOGY							
39	Pre-School and Early Childhood Pedagogy					4	
40	Basics of Pre-School and Early Childhood Education				2		
41	Methodology of leisure time and education through play					3	
42	Art teaching with elements of methodology					3	
43	Early childhood intervention					1	
44	Educational management					3	
45	Music education						2
46	Educational guidance						2
47	Voice projection						2
48	Methodology of polish language education						3
49	Methodology of math education						3
50	Math education in Pre-School and Early Childhood Education				1		
51	Polish language education in Pre-School and Early Childhood Education				1		

52	Methodology od biology						3
53	Family, civil, patriotic education						3
54	Traineeship						3
55	Family law and child's rights						3
56	Physical education with elements of methodology						1
57	Pedagogical counseling						2
58	Family and environment cooperation						2
59	Theater Education					2	
60	Designing, monitoring and evaluation of the educational process					1	
61	Diagnosis in kindergarten and school environment						4
62	Work with children with special educational needs					2	
SPECIALITY II: REHABILITATION AND PREVENTION							
63	Rehabilitation pedagogy basics				2		
64	Methodology of rehabilitation					4	
65	Methodology of subject education					1	
66	Legal basis of rehabilitation				2		
67	Prevention and therapy of addictions						5
68	Modern concepts of rehabilitation					2	
69	Rehabilitation diagnostics						6
70	Criminology, victimology and suicidology					3	
71	Social negotiations						2
72	Methodology of sociotherapeutic effects						2
73	Rehabilitation pedagogy					4	
74	Traineeship						3
75	Methodology of custody						2
76	Rehabilitation systems and models						5
77	Care and educational institutions					2	
78	Forms of alternative care					3	
79	The basics of family law and guardianship					2	

SYLLABUS FOR 2021/2022 ENROLLMENT

GENERAL INFORMATION

1. Name of the course						
Art teaching with elements of methodology						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)						
Paul II State School of Higher Education in Biała Podlaska Faculty of Social Sciences and Humanities, Department of Pedagogy						
3. Contentgroup						
(The modul is implemented within the speciality content)						
4. Type of the course						
obligatory						
5. Level of education						
First-cycle studies						
6. Number of ECTS credits						
3						
7. Level of the course						
intermediate						
8. Year of studies, semester						
Year III, semester V –winter						
9. Number of hours per semester						
Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
15	15					
10. Language of instruction: Polish						
11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)						
Helena Konowaluk-Nikitin, PhD						

DETAILED INFORMATION

12. Access requirements	
Basic knowledge of general pedagogy and psychology	
13. Objectives of the course	
C1 to familiarize students with the terminology, goals, tasks, functions, development factors of art and technical classes in the upbringing and education of a child;	
C2 to shape the skill to conduct art and technical classes; to develop the ability to use various techniques and methods of working with pupils and students during art and technical classes;	
C3 to develop students' creative and manual abilities, to stimulate the artistic creativity of the participants, to carry out a competent analysis of the work of art created by them.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	reference to field-specific learning outcomes
KNOWLEDGE	
EU01 has methodological knowledge in the field of practical activities, is prepared to be a teacher who knows the terminology, goals, tasks, functions, factors in the development of art and technical classes in the upbringing and education of a child;	
SKILLS	
EU02 can accept and assign tasks, has elementary organizational skills allowing to achieve goals related to taking actions, can use knowledge of various techniques and methods in classes;	
SOCIAL COMPETENCES	
EU02 is prepared to actively participate in classes, is responsible for his	

own and other activities, is able to construct a scenario of art and technical classes in integration with other areas of education, is able to perform works and evaluate artistic works.	
15. Programme content	
Lecture	
<ol style="list-style-type: none"> 1) Art teacher and his preparation for a job. Theoretical and practical introduction to the methodology of art and technical classes 2) Aims, tasks and functions of art and technical classes in the upbringing and education of a child. 3) Types of art and technical classes. Forms and methods of working with a child 4) The perception of works of art as the basis of art education 5) Creative expression as the basis of a child's artistic activity. Children's creativity as a process. 6) A glossary of art and technical terms 7) Evaluation of artistic and technical creativity of children against the background of characteristics and their psychophysical development. 8) Kindergarten as an environment for plastic and technical education 9) art techniques used in elementary classes; drawing and painting techniques, other techniques, modeling, shaping 10) Methods of education and upbringing through art in the initial classes 11) Planning and organization of didactic and educational work of the teacher 12) Art techniques used in the kindergarten; drawing, painting, molding, stamping 13) Proposals for art and technical classes. Assessment of children's creations 14) Analysis of a didactic film on the psychological determinants of art reception. 	
Classes	
<ol style="list-style-type: none"> 1) Drawing and painting techniques used in working with children. 2) Artistic and technical tasks carried out with the use of new materials, plastics, techniques and technologies 3) Creating scenarios of art and technical classes, taking into account the design and arrangement of detailed programs 4) Equipment necessary for art and technical classes 5) Decoupage techniques 6) The use of plastic masses. 7) Plasticine. Foamoline. Salt mass 8) Origami. 9) Mosaics. 10) We create from natural materials 11) Stained glass for the youngest 12) Stamping technique 13) Christmas decorations. Cutouts 14) Planning and organization of art and technical classes. Aesthetics of everyday life 15) Face painting, character characterization and preparation of scenery elements for performances in kindergarten and school. 	
16. Didactic tools/methods	
1. Artistic materials	
2. Projector and computer	
3. Multimedia presentations	
4. Individual / group work	
17. Methods of assessment (F – forming; S – summarizing)	
F1. Assessment of the current preparation for classes, activity during classes - continuous assessment	
P1. Artistic and technical workshop works to pass the exercises	
P2. Written test to obtain credit for lectures	
18. Student workload	
Form of activity/average number of hours to complete the activity	
Contact hours with the teacher**	31
Preparing for a test	30
Preparing for the classes	14

SUM	75
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	3
19. Basic and supplementary literature	
Basic literature:	
1)	Jąder M. (2007). <i>Techniki plastyczne rozwijające wyobraźnię</i> . Kraków: Oficyna Wydawnicza Impuls
2)	Kolczak M. (2010). <i>Trening twórczości – Współczesna i efektywna forma wychowania przez sztukę</i> . Kraków: Oficyna Wydawnicza Impuls
3)	Muchacka B., Ławrowska R. (red.). (2008). <i>Kultura – efektywność artystyczna dziecka</i> . Kraków: Wydawnictwo Zamkom
4)	Popek S. (2010). <i>Psychologia twórczości plastycznej</i> . Kraków: Oficyna Wydawnicza Impuls
Supplementary literature:	
1)	Dymara B. (1996). <i>Dziecko w świecie sztuki</i> . Kraków: Oficyna Wydawnicza Impuls
2)	Marcinkowska K. (1993). <i>Barwne fantazje</i> . Warszawa: WSiP
3)	Marcinkowska K. (1998). <i>Bryły i reliefy</i> . Warszawa: WSiP
4)	Wołodaszyńska M. (1992). <i>Techniki graficzne</i> . Warszawa: WSiP
20. Forms of assessment - details	
Conditions for obtaining course credit:	
Lectures – graded credit	
Written credit checking the student's knowledge	
- Duration 45 minutes	
-5 problem / descriptive questions. Scoring - each question is assessed on a scale of 0 to 1 points. You can get a maximum of 5 points, a minimum of 3 points.	
0 – 2,9 points – unsatisfactory/fail (2.0)	
3,0 – 3,4 - sufficient (3.0)	
3,5 – 3,9 - satisfactory (3.5)	
4,0 – 4,4 – good (4.0)	
4,5 – 4,9 - very good (4.5)	
5,0 - excellent (5.0)	
Classes: Art and technical workshop – graded credit	
Performing plastic and technical works using the techniques discussed during the classes: 7 works-5.0; 6 works-4.5; 5 works-4.0; 4 works-3.5; 3 works-3.0;	
21. Other useful details concerning the course	
1.	Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2.	Classes will be held at PSW in Biała Podlaska or online
3.	Classes will be held in accordance with the current schedule
4.	Office hours will be held in accordance with the applicable schedule

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR 2021/2022 ENROLLMENT

GENERAL INFORMATION

1. Name of the course	Education Psychology						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Social and Human Sciences, Department of Pedagogy						
3. Content group	B.1.						
4. Type of the course	Obligatory						
5. Level of education	First-cycle studies						
6. Number of ECTS credits	3						
7. Level of the course	Elementary						
8. Year of studies, semester	Year II, semester III–winter						
9. Number of hours per semester	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15					30	
10. Language of instruction: English							
11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)	Anna Lendzion, PhD Katarzyna Piasecka, MA						

DETAILED INFORMATION

12. Access requirements	
1) Basic knowledge of general psychology and developmental psychology;	
13. Objectives of the course	
C1 Acquainting students with the basics of educational psychology;	
C2 Characterization of various educational environments;	
C3 Acquainting students with the methods of educational interactions;	
C4 Providing knowledge about educational difficulties.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	reference to field-specific learning outcomes
KNOWLEDGE	
EU01 knows and understands to a deeper degree the terminology used in pedagogy, extended to the extent appropriate for the specialty being studied, and the ways of its application within related scientific disciplines; knows, is able to name and describe the basic social structures, environments and institutions important for the field of study	K_W01, K_W07
EU02 knows the processes of formation and impact of the main educational environments, has knowledge about the problems occurring in them and the causes of these problems;	K_W10
SKILLS	

EU03 on the basis of his own observation can describe and analyze various manifestations of behavior in the chosen area of social practice has skills in the following areas: recognizing the needs, possibilities and abilities of each child / student, as well as planning, implementing and evaluating personalized education and upbringing programs	K_U01, K_U03
EU04 is able to self-assess one's own abilities and achievements in the area of pedagogical practice, is able to modify and correct it	K_U21
SOCIAL COMPETENCES	
EU05 uses the acquired knowledge in practical pedagogical activity, in identifying social problems, creating preventive programs; understands the social importance of pedagogical knowledge; understands the ethical dimension of scientific research, can solve ethical problems in this area.	K_K02; K_K06
15. Programme content	
Lecture	
<p>1) The subject of educational psychology and its place among other branches of psychology. 2) The process of education - analysis of its structure and dynamics; two-subjectivity and asymmetry of the educational relationship, the emancipatory and socialization function of upbringing, natural and institutional upbringing. 3) Components of the hidden education program, education as a factor of human development and the way to self-education; styles of communication in the educational process. 4) Independence and socialization as the basic goals of education. 5) Psychological analysis of the process of integral upbringing of a person in the family. 6) Educational techniques in the aspect of socio-moral education of children and youth. 7) The authority of significant people in upbringing (personal models); features of the mature personality of the educator based on the criteria according to G. Allport and W. Menninger. 8) Educational mistakes; education and manipulation. 9) The loneliness of a global teenager as a special challenge for contemporary educational psychology; preferred parenting styles. 10) Ways of educational interactions; children and adolescents with special educational needs. 11) Educational interactions, attitudes and self-image. 12) Basic issues of educational psychology: education models; dispute over cognitive competences in various areas of knowledge; teaching routines; fitness and performance goals; intellectual helplessness of the student. 13) Assessment and examination; object and functions of assessments.</p>	
Classes	
<p>1) The importance of education for the development of personality. 2) A system of reinforcements in upbringing. 3) Subjectivity in upbringing. 4) Educational difficulties - classification, characteristics of educational difficulties in particular developmental periods. 5) Analysis of selected educational difficulties on the basis of experience gained in practice. 6) The specificity of educational problems concerning children and adolescents in the face of contemporary socio-cultural threats. 7) Fulfilling roles and carrying out tasks in educational situations. 8) Psycho-pedagogical aspects of raising a child in an incomplete family, adoptive family. 9) The importance of the school environment and teachers in the upbringing process. Violence and mobbing at school.</p>	
16. Didactic tools/methods	
1. Discussion.	
2. Problem solving.	
3. Multimedia presentation.	
17. Methods of assessment (F – forming; S – summarizing)	
F1. Presence and activity during classes.	
F2. Conversation about the difficulties and educational problems observed during the apprenticeship.	
P1. Credit with assessment of practical classes.	
P2. Credit with grade for the lecture.	

18. Student workload	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	55
Student workload	5
Preparing for classes and a test	5
Preparing a presentation (speech)	
Preparing for the final exam	10
SUM	75
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	3
19. Basic and supplementary literature	
Basic literature:	
1) Steede, K. (2002). <i>10 błędów popełnianych przez dobrych rodziców</i> , Gdańsk: GWP.	
2) Kaja, B. (2001). <i>Problemy psychologii wychowania: teoria i praktyka</i> , Bydgoszcz: Wydawnictwo Uczelniane Akademii Ekonomicznej.	
3) Strelau, J. (red.). (2005). <i>Psychologia. Podręcznik akademicki. Jednostka w społeczeństwie i elementy psychologii stosowanej</i> . Tom III. Rozdziały: 48, 49. Gdańsk: GWP.	
Supplementary literature:	
1) Gurycka, A. (1990). <i>Błąd w wychowaniu</i> . Rozdział 3, s. 64-90. Warszawa: WSiP.	
2) Gurycka, A. (1970). <i>Struktura i dynamika procesu wychowawczego. Analiza psychologiczna</i> . Rozdział II, s. 85-137. Warszawa: PWN.	
3) Dembo, M. H. (1997). <i>Stosowana psychologia wychowawcza</i> . Warszawa: WSiP.	
20. Forms of assessment - details	
Conditions for obtaining course credit:	
Conditions for obtaining credit for the lecture: Colloquium checking the student's knowledge - Duration 60 minutes - 5 problem / descriptive questions. - The condition for receiving a positive evaluation is obtaining 50% positive answers. - Scoring - each question is assessed on a scale from 0 to 5 points. You can get a maximum of 25 points. 50% -59% of correct answers grade 3.0 60% - 69% of correct answers grade 3.5 70% - 79% of correct answers, grade 4.0 80% - 89% of correct answers, grade 4.5 90% - 100% correct answers, grade 5.0 Conditions for obtaining credit for practical classes: - oral examination of the content presented in practical classes. The questions will concern various dysfunctional and maladaptive behaviors causing educational difficulties, their causes, manifestations and methods of elimination. The grades will depend on the quality of the speech. - developing a diagnosis of educational difficulties in a selected child and proposing a work program	
21. Other useful details concerning the course	
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours	
2. Classes will be held at PSW in Biała Podlaska or online	
3. Classes will be held in accordance with the current schedule	
4. Office hours will be held in accordance with the applicable schedule	

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR THE 2020/2021 ENROLLMENT

GENERAL INFORMATION

1. Name of the subject of education	Elements of special education														
2. Name of unit (indicate the name in accordance with the Statute of the PSW)	Faculty of Social Sciences and Humanities, Department of Pedagogy														
3. Learning content group (the module can be implemented within the content of general, basic, major, specialty or other education)	B.2.														
4. Type of course (compulsory, optional)	Compulsory														
5. Level of education:	First degree studies														
6. Number of ECTS credits	4														
7. Subject level (basic, intermediate, advanced)	Basic														
8. Year of study, semester	Year II, 3rd semester – winter semester														
9. Number of hours in a semester	<table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <tr> <td>Lecture</td> <td>Classes</td> <td>Lab*</td> <td>Project</td> <td>Self study</td> <td>Practical classes</td> <td>Internship</td> </tr> <tr> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">30</td> <td></td> </tr> </table>	Lecture	Classes	Lab*	Project	Self study	Practical classes	Internship	30					30	
Lecture	Classes	Lab*	Project	Self study	Practical classes	Internship									
30					30										
10. Language of instruction:	Polish														
11. Lecturer (lecturers) (name and surname, academic degree of the lecturer / lecturers conducting the classes)	Beata Wołoskiuk, PhD														

DETAILED INFORMATION

12. Access requirements	
Learned material from the introduction to pedagogy	
13. Objectives of the course:	
C1. To acquaint students with the basic concepts of special education.	
C2. To acquire by students the skills of upbringing and training people with disabilities.	
C3. To sensitize students to the needs, limitations and possibilities of people with disabilities.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who has successfully completed the course:	Reference to field-specific learning outcomes
KNOWLEDGE	
EU01 has an elementary, structured knowledge of special education including terminology, theory and methodology;	K_W21 K_W22
EU02 has knowledge of the role of the family environment in the revalidation process;	K_W10
SKILLS	
EU03 is able to use the basic theoretical knowledge in the field of special education and related disciplines in order to analyse and interpret educational, upbringing, caring, cultural, preventive and supportive problems, as well as motives, models and patterns of human behaviour;	K_U02 K_U03
EU04 designs and carries out activities for the disabled;	K_U28
SOCIAL SKILLS	

EU05 is sensitive to the needs of people with disabilities, convinced of the sense and the need to support people with disabilities; prepares responsibly for his work;	K_K02
EU06 is prepared to make decisions related to organizing activities for people with disabilities.	K_K10
15. Curriculum content	
Form of course - lectures	
<ol style="list-style-type: none"> 1) Object of interest and scope of special education. 2) Basic concepts of special education. 3) Basic problems of special education as an interdisciplinary science. 4) Legal and organizational foundations of inclusive education. 5) The concept of integration and inclusion. 6) The etiology of intellectual and sensory disability. 7) Introduction to the pedagogy of people with intellectual disabilities. 8) Education of people with disabilities. 9) Surdopedagogy - pedagogy of the deaf and hard of hearing. 10) Selected issues of typhlo-pedagogy. 11) Autism spectrum (problems of children and their functioning). Issues of diagnosis and therapy. 12) Integration of people with disabilities in education and social interactions. 13) Forms of assistance in counteracting social exclusion of people with disabilities. 	
Form of classes - practical classes integrated with professional practice in the field of psychological and pedagogical preparation.	
<ol style="list-style-type: none"> 1) Educational, upbringing and caring problems of people with disabilities, including the situation of a child with a physical and intellectual disability in a mainstream school. 2) Prevention, early diagnosis and intervention. 3) Forms of work with the family of a disabled child. 4) Basic principles of education and revalidation of disabled people. 5) Selected methods of therapy used in the revalidation of people with disabilities. 6) Alternative methods of work and communication used in special education. 7) Supporting the development of a young child with a hearing impairment. 8) The value of a disabled person and his place in society. 9) Designing therapeutic programs based on cases observed during internships. 	
16. Teaching tools / methods	
1. Lecture	
2. Multimedia presentations	
3. Discussion	
4. Group work	
5. Practical exercises preceded by the preparation of teaching aids	
17. Means of assessment (F - forming; S - summative)	
F1. Assessment of the current knowledge of the discussed issues in the form of active participation in classes	
F2. Preparation of the project	
S1. Written test	
S2 Oral test	
18. Student workload	
form of activity, average number of hours to complete the activity	
Contact hours with the teacher ** 70	
Preparation of the project	10
Preparation for the test	10

Preparation for the oral test	10
TOTAL	100
TOTAL NUMBER OF ECTS CREDITS FOR THE SUBJECT	4
19. Basic and supplementary literature	
Basic reference materials:	
1) Dykcik, W. (ed.). (2003). <i>Special education</i> . Poznań: Wydawnictwo Naukowe UAM.	
2) Krauze and A. (2010). <i>Contemporary paradigms of special education</i> . Kraków: Oficyna Wydawnicza Impuls.	
3) Hair-groomed, J. (ed.). (2014). <i>Special didactics: selected issues</i> . Gdańsk: Harmonia Universalis.	
Additional literature:	
1) Bobkowicz-Lewartowska, L. (2005). -- <i>Autism Issues of diagnosis and therapy</i> . Kraków: Oficyna Wydawnicza Impuls.	
2) Liberska, H. (2011). <i>A family with a disabled child</i> . Warszawa: Difin.	
3) Wołoskiuk, B. (2012). A special educator in the process of education and rehabilitation. In: A. Błasiak, E. Dybowska (ed.), <i>Pedagogue and social worker in the face of contemporary challenges</i> (pp. 62-88). Krakow: Akademia Ignatianum WAM Publishing House.	
20. Forms of assessment - details	
In the case of tests and written assignments, percentage ranges are used to evaluate: 50% -65.5% of correct answers - grade 3.0 66% -75.5% of correct answers - grade 3.5 76% -83.5% of correct answers - grade 4.0 84% -89.5% of correct answers - grade 4.5 90% -100% correct answers - grade 5.0 The condition for passing the lectures is an oral test and active participation in classes. The condition for passing the practical classes is an oral test, active participation in classes, preparation of projects. The evaluation of the oral test consists in answering 3 questions, which will be assessed from 2.0 to 5.0 depending on the substantive quality of the statement. Evaluation of the project on the use of methods of working with a disabled child, specifying the approximate potential of the student / child along with an indication of its development path from 2.0 to 5.0 depending on the substantive quality of the work (literature used, correct highlighting of the problem, adequate selection of methods, etc.).	
21. Other useful information concerning the course	
1. Direct information about the issues of classes and program content is provided by the teacher during the classes and during the office hours.	
2. Place of classes: Pope John Paull Higher Vocational School in Biała Podlaska.	
3. Classes are held in accordance with the current timetable.	
4. Consultations take place in accordance with the consultation schedule.	

* L - laboratory (in the case of foreign language classes, this means the language course)

** - Classes conducted with the direct participation of an academic teacher or another person conducting the classes **and consultation**

SYLLABUS FOR 2021/2022 ENROLLMENT

GENERAL INFORMATION

1. Name of the course	Voice emission				
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaska)	Faculty of Social Sciences and Humanities, Department of Pedagogy				
3. Educational content group	C.				
4. Type of course (compulsory, optional)	Compulsory				
5. Level of education	First degree studies				
6. Number of ECTS credits	2				
7. Subject level (basic, intermediate, advanced)	intermediate				
8. Year of studies, semester	3rd year, 6th semester – summer semester				
9. Number of hours per semester	Lecture	Classes	Project	Self-study	Practical classes Internship
	30				30
10. Language of instruction:	Polish				
11. Lecturer(s) (name and surname, degree of lecturer(s) giving lectures)	Beata Wołoskiuk, PhD				

DETAILED INFORMATION

12. Access requirements	
Mastered speech therapy material	
13. Objectives of the course	
C1 To introduce basic conceptual categories and terminology concerning speech and voice emission. To acquaint with basic rules concerning the hygiene of the voice level. To introduce basic notions concerning the culture of language. To learn the ability to recognize and avoid various types of linguistic mistakes. To acquire competence in the correct use of the Polish language.	
C2 To master the skills of conscious use of the voice and to prevent vocal pathologies of the vocal organ.	
C3 To acquaint the student to critically appraise the language level of statements, in particular to notice and correct their shortcomings. To acquaint the student with correct breathing technique when speaking.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who has passed the course:	Reference to field-specific learning outcomes
KNOWLEDGE	
EU01 understands the importance of the language as a tool of the teacher's work: the problems of working with students, with limited knowledge of the Polish language or linguistic communication disorders;	K_W08 K_W23
EU02 has the knowledge of public speaking practice;	K_W08
EU3 knows the principles of voice emission.	K_W23

SKILLS	
EU04 has the ability to: - to consciously use the voice; - to apply the knowledge acquired on the principles and laws of proper voice work; - to apply appropriate prevention of dysfunctions with the vocal apparatus with care for the correct articulation and diction; - to prepare a public speech.	K_U10 K_U16
SOCIAL COMPETENCES	
EU05 to take care of the culture of speech; to effectively correct their own mistakes.	K_K01
15. Curriculum content	
Form of course – practical classes	
<ol style="list-style-type: none"> 1. Speech and its components. 2. Awareness of correct punctuation in the process of language communication. 3. Anatomical and physical basis of speech. 4. Conditions for correct voice emission. 5. Voice diseases and their aetiology. 6. Voice hygiene. 7. Breathing, articulation and phonation exercise. 8. Strategies for gaining trust and winning the sympathy of listeners through tone of voice. 9. Grammatical and stylistic norms in the contemporary Polish, linguistic authority, errors and linguistic defects. 10. Language communication disorders. 11. Linguistic etiquette. Language as a tool for creating social reality. Oral and written language. 12. Linguistic efficiency and correctness. 13. Vowel and consonant exercises in logatomies and literary texts. 	
16. Teaching tools/methods	
1. Lecture, subject literature	
2. Multimedia presentations	
3. Discussion	
4. Group work	
5. Practical exercises preceded by the preparation of teaching aids	
6. Thematic workshops	
17. Assessment methods (F – formative; S – summative)	
F1 Assessment of current knowledge of the issues discussed in the form of active participation in classes. A credit for exercises in extending the expiratory phase, a credit for reading aloud or delivering a text (papers, presentations).	
F2. Project preparation. Carrying out exercises: improving articulatory motorics, breathing, phonation.	
P1. Colloquium.	
18. Student workload	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for the class	10
TOTAL	50
TOTAL ECTS CREDITS FOR THE COURSE	2
19. Reference and supplementary literature	
Basic literature:	

1) Barańska-Grabara, L., Fredek A., Kowalik B. (2009). *Trening oddechowy w emisji głosu*. Katowice : Wydawnictwo Akademii Wychowania Fizycznego im. Jerzego Kukuczki w Katowicach.

2) Przybysz-Piwko, M. (2006). *Emisja głosu nauczyciela. Wybrane zagadnienia, red.* Warszawa: CODN

3) Tarasiewicz, B. (2003). *Mówię i śpiewam świadomie. Podręcznik do nauki emisji głosu*. Kraków: UNIVERSITAS.

Supplementary literature:

1) Blein, B.(2009). *Sztuka prezentacji występów publicznych*. Warszawa: Wydawnictwo RM

2) Kataryńczuk -Mania, L., Kowalkowska, I.(2006). *Profilaktyka i rehabilitacja głosu, mowy*. Zielona Góra: Oficyna Wydawnicza Uniwersytetu Zielonogórskiego.

3) Toczyska ,B.(200). *Elementarne ćwiczenia dykcji*. Gdańsk: Gdańskie Wydawnictwo Oświatowe.

4) Toczyska, B.(1998). *Łamańce z dykcją czyli makaka ma Kama*. Gdańsk: Wyd. Podkowa.

20. Forms of assessment – details

In the case of tests and written assignments, the following ranges are used for evaluation:

50%-65,5% of correct answers – grade 3,0

66%-75,5% of correct answers – grade 3,5

76%-83,5% of correct answers – grade 4,0

84%-89,5% of correct answers – grade 4,5

90%-100% of correct answers – grade 5,0

A prerequisite for the completion of practical classes is an oral/written credit, which will be graded from 2.0 to 5.0 depending on the quality of the content presented.

The assessment of the project concerning the selection and implementation of the classes improving articulation, breathing and phonation from 2.0 to 5.0, depending on the quality of the substantive work (correctly selected and conducted exercises, etc.).

21. Other useful information concerning the course

1. Direct information about the issues of classes and program content provided by the teacher during the classes and during consultations

2. Place of classes: Pope John Paul II Higher Vocational School in Biała Podlaska.

3. Classes are held in accordance with the current timetable.

4. Consultations take place in accordance with the consultation schedule.

* L - laboratory (in the case of foreign language classes, this means the language course)

** - Classes conducted with the direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR 2020/2021 ENROLLMENT

GENERAL INFORMATION

1. Name of the course	General Psychology						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Social Sciences and Humanities, Department of Pedagogy						
3. Content group (the module can be implemented within the content of general, basic, major, specialty or other education content)	B.1.						
4. Type of the course	obligatory						
5. Level of education	First-cycle studies						
6. Number of ECTS credits	4						
7. Level of the course (elementary, intermediate, advanced)	elementary						
8. Year of studies, semester	Year I, semester I – winter						
9. Number of hours per semester	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30	30	-	-	-	-	-
10. Language of instruction:	Polish						
11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)	Anna Lendzion, PhD Ewa Szymczuk, PhD						

DETAILED INFORMATION

12. Access requirements	
1) Lack of access requirements for participation in lectures and classes in general psychology;	
13. Objectives of the course	
C1 To familiarize students with psychological concepts and issues related to cognitive, emotional and motivational processes;	
C2 To develop the ability to define, compare, classify, explain psychological phenomena and processes and the relationships between them;	
C3 To shape the skills of critical reflection on the theoretical assumptions of psychological concepts, as well as psychological approaches to cognitive processes, emotions and motivation.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	reference to field-specific learning outcomes

KNOWLEDGE

EU01 knows and understands to a greater extent the terminology used in pedagogy, extended to the extent appropriate for the specialization studied, and the ways of its application within related scientific disciplines; knows various approaches to human	K_W01, K_W04
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functioning, understands their philosophical, humanistic and social sources and contexts	
EU02 has in-depth knowledge of education, upbringing and learning as well as universal, humanistic, socio-cultural, ideological, biological, psychological and medical contexts of these processes;	K_W03
SKILLS	
EU03 can, thanks to his theoretical knowledge, diagnose pedagogical problems in relation to practical activity;	K_U05
EU04 can argue his own position, present his own views in relation to selected concepts and manifestations of pedagogical activities;	K_U13
SOCIAL COMPETENCES	
EU05 uses the acquired knowledge in practical pedagogical activity, in identifying social problems, creating preventive programs; understands the social importance of pedagogical knowledge.	K_K02
15. Programme content	
Form of the course- Lectures	
<ol style="list-style-type: none"> 1) Cognitive processes orienting a man in the world - general characteristics of cognitive processes. 2) Impressions and observations. Perception as a process of getting to know reality. Errors and distortions in perception. 3) Attention and its types. 4) Imaginations as the first form of experience created by the individual. 5) Memory - definitions, phases, types, explanatory regularities. The phenomenon of forgetting and ways of explaining it. 6) Learning: models, methods and techniques, types of learning, difficulties. 7) Concepts as cognitive structures. 8) Thinking as a process of indirect and generalized cognition of reality. Types, structure. The correctness of its course. 9) Thinking - used when solving problems. Creative thinking. 10) Cognitive styles. 11) Theories of intelligence. 12) Multiple intelligences and emotional intelligence. 	
Form of the course- Classes	
<ol style="list-style-type: none"> 1) Psychology as a science about the man. 2) Human psychological concepts. 3) Assessment of the values and limitations of behaviourism, the psychodynamic concept, cognitivism and the humanistic concept. 4) Methods and techniques of psychological research: introspection, observation, test, projection techniques. 5) Physiological foundations of the central nervous system, functional structure, non-specific functions of information channels. 6) Emotional processes and systems of generating emotions. 7) Motivation as a process that activates and directs action. 8) Psychology of abilities and talents - supporting development. 	
16. Didactic tools/methods	
1. Discussion	
2. Problem solving	
3. Multimedia presentations	

17. Methods of assessment (F – forming; S – summarizing)	
F1. Presence and activity during classes.	
P1. Test on classes	
P2. Written examination	
18. Student workload	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	75
Preparing for classes and a test	10
Preparing for the final exam	15
SUM	100
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	
	4
19. Basic and supplementary literature	
Basic literature:	
1) Kozielski, J. (2000). <i>Koncepcje psychologiczne człowieka</i> , Warszawa: Wydawnictwo „Żak”.	
2) Strelau, J. (red.). (2000). <i>Psychologia. Podręcznik akademicki (tom1 i 2)</i> . Gdańsk: GWP	
3) Maruszewski, T. (2002). <i>Psychologia poznania. Umysł i świat</i> . Gdańsk: GWP.	
4) Zimbardo, P., Johnson, R. L., McCann, V. (2017). <i>Psychologia. Kluczowe koncepcje</i> . Warszawa: PWN.	
Supplementary literature:	
1) Kosslyn, S. M., Rosenberg, R. S. (2006). <i>Psychologia. Mózg. Człowiek. Świat</i> . Kraków: Znak	
2) Łukaszewski, W. (2003). <i>Wielkie pytania psychologii</i> . Gdańsk: GWP	
3) Mietzel G. (1998). <i>Wprowadzenie do psychologii. Zagadnienia podstawowe</i> . Gdańsk: GWP	
20. Forms of assessment - details	
Conditions for obtaining course credit:	
An exam to check the student's knowledge of the lecture	
- Duration 60 minutes	
- 5 problem / descriptive questions.	
- The condition for receiving a positive evaluation is obtaining 50% correct answers.	
50% -59% of correct answers grade 3.0	
60% - 69% of correct answers grade 3.5	
70% - 79% of correct answers, grade 4.0	
80% - 89% of correct answers, grade 4.5	
90% - 100% correct answers, grade 5.0	
Final test of classes in the form of a multiple-choice test (30 questions). The condition for receiving a positive evaluation is obtaining 50% correct answers:	
50% -59% of correct answers grade 3.0	
60% - 69% of correct answers grade 3.5	
70% - 79% of correct answers, grade 4.0	
80% - 89% of correct answers, grade 4.5	
90% - 100% correct answers, grade 5.0	
21. Other useful details concerning the course	
1. Information on the subject is available at the Department of Pedagogy.	
2. Classes will be held at PSW in Biała Podlaska.	
3. Lectures and classes will be held in two-hour cycles (lectures and exercises), in accordance with the current schedule.	
4. Office hours will be held in accordance with the applicable schedule (15 hours)	

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR 2021/2022 ENROLLMENT

GENERAL INFORMATION

1. Name of the course	Introduction to educational therapy						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Humanities and Social Sciences, Department of Pedagogy						
3. Content group	A.1.						
4. Type of the course	Obligatory						
5. Level of education	First-cycle studies						
6. Number of ECTS credits	1						
7. Level of the course	Elementary						
8. Year of studies, semester	Year II, semester III – winter						
9. Number of hours per semester	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15						
10. Language of instruction:	English						
11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)	Joanna Waszczuk, PhD						

DETAILED INFORMATION

12. Access requirements	
1) Basic knowledge of general pedagogy	
2) General knowledge of developmental and personality psychology.	
13. Objectives of the course	
C1 To enrich the student's knowledge and competences in the field of diagnosis and therapy of a child - a student at risk of specific difficulties;	
C2 To acquaint students with the most important theoretical approaches and their influence on the process of diagnosis and therapy.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	reference to field-specific learning outcomes
KNOWLEDGE	
EU01 has methodological knowledge in the field of practical preventive and pedagogical activities, especially in relation to the studied specialization (care and educational, preventive, therapeutic, rehabilitation)	K_W16
SKILLS	
EU02 is able to develop basic diagnostic tools and conduct a research based on them in relation to the selected type of practical activity;	K_U08
SOCIAL COMPETENCES	

EU03 has self-knowledge about his own professionalism and personal possibilities and limitations, is ready to work on his own development, also during practical pedagogical activity.	K_K01
15. Programme content	
Lecture	
1) Pedagogical therapy: definition, scope and subject of influence; 2) Selected methods of pedagogical therapy; 3) Therapeutic and educational process; types of corrective actions; 4) Basic assumptions of pedagogical therapy; 5) The role of diagnosis in pedagogical therapy; 6) Specific learning difficulties - diagnostic criteria; 7) Selected theories of specific difficulties and their practical implications for diagnosis and therapy; 8) Specific and non-specific learning difficulties according to the classification: ICD-10 and DSM-IV; 9) description of concepts: a student with common, excessive and specific difficulties in learning mathematics. The causes of the difficulties; 10) Maturity to learn mathematics-aspects; 11) A student with specific difficulties in learning to read and write; developmental dyslexia; 12) Symptoms of disorders of specific difficulties in learning to read and write in early school age; 13) A progressive diagnostic model for children with specific difficulties in learning to read and write.	
16. Didactic tools/methods	
1. Conversational lecture	
2. Multimedia presentations	
17. Methods of assessment (F – forming; S – summarizing)	
S1. Written in-class tests	
18. Student workload	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	20
Preparing for classes and a test	5
SUM	25
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	1
19. Basic and supplementary literature	
Basic literature:	
1) 1. Bogdanowicz, M. (2005). <i>Ryzyko dysleksji. Problem i diagnozowanie</i> . Gdańsk: Harmonia.	
2) Bogdanowicz, M. i in. (2008). <i>Diagnoza dysleksji u uczniów klasy III szkoły podstawowej</i> . Warszawa: PTP.	
3) Gruszczyk-Kolczyńska, E., Zielińska, E. (2013). <i>Nauczycielska diagnoza edukacji matematycznej dzieci. Metody, interpretacje, wnioski</i> . Warszawa: Nowa Era.	
4) Kulesza, E.M. (red.). (2011). <i>Ruch, wzrok, słuch - podstawa uczenia się</i> . Warszawa: Wyd. Akademia Pedagogiki Specjalnej.	
5) Other textbooks - after consultation with the teacher	
Supplementary literature:	
1) <i>Szkoła Specjalna</i> (analiza artykułów zawartych w numerze 5, 2019)	
2) <i>Edukacja i Dialog</i> (analiza artykułów z roczników 2018-2020)	
20. Forms of assessment - details	
Conditions for obtaining course credit:	
Classes end with a written test with a grade.	
Assessment time: 45 minutes. 5 problem / descriptive questions. Scoring - each question is assessed on a scale from 0 to 1 points. You can get a maximum of 5 points, a minimum of 3 points.	
0 - 2.9 points – unsatisfactory/fail (2.0)	
3.0 - 3.4 sufficient (3.0)	
3.5 - 3.9 satisfactory (3.5)	
4.0 - 4.4 good (4.0)	
4.5 - 4.9 very good (4.5)	

5.0 excellent (5.0)

21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes, during office hours and via e-mail.
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR 2021/2022 ENROLLMENT

GENERAL INFORMATION

1. Name of the course	Introduction to rehabilitation pedagogy						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaska)	Faculty of Humanities and Social Sciences, Department of Pedagogy						
3. Content group	A.1.						
4. Type of the course	Obligatory						
5. Level of education	First-cycle studies						
6. Number of ECTS credits	2						
7. Level of the course	Elementary						
8. Year of studies, semester	Year II, semester III – winter						
9. Number of hours per semester	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15						
10. Language of instruction: English							
11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)	Joanna Waszczuk, PhD						

DETAILED INFORMATION

12. Access requirements	
Knowledge of social pedagogy and general psychology	
13. Objectives of the course	
C1 To acquaint students with the basic concepts of rehabilitation pedagogy;	
C2 To Indicate the place of rehabilitation pedagogy in the system of sciences and its subject and to show methodological links with other disciplines of science;	
C3 To place the theory of rehabilitation pedagogy in the realities of contemporary symptoms of social maladjustment.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	reference to field-specific learning outcomes
KNOWLEDGE	
EU01 knows and understands to a greater extent the terminology used in pedagogy, extended to the level appropriate for the specialization studied, and the ways of its application within related scientific disciplines;	K_W01
SKILLS	
EU02 on the basis of his own observation, is able to describe and analyze various manifestations of behavior in the chosen area of social practice;	K_U01
SOCIAL COMPETENCES	
EU03 acts responsibly and ethically.	K_K05
15. Programme content	
Lecture	

- 1) Introduction to the subject - basic concepts in the field of rehabilitation pedagogy;
- 2) The place and role of rehabilitation pedagogy in the system of educational sciences, the interdisciplinary nature of the subject;
- 3) Functions of rehabilitation pedagogy;
- 4) Layers and departments of rehabilitation pedagogy;
- 5) Showing the directions of transformations in rehabilitation pedagogy in Poland;
- 6) Getting to know the theoretical assumptions of creative social rehabilitation;
- 7) Factors pathologizing the process of socialization and education of children and youth;
- 8) Identifying symptoms, stages of social maladjustment;
- 9) Conditions conducive to the process of social exclusion and stigmatization;
- 10) The ethical dimension of the rehabilitation pedagogue's activity.

16. Didactic tools/methods

1. Lectures and multimedia presentation
2. Text analysis

17. Methods of assessment (F – forming; S – summarizing)

S1. Written in-class tests

18. Student workload

Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	40
Preparing for classes and a test	10
SUM	50
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2

19. Basic and supplementary literature

Basic literature:

- 1) Kieszowska, A. (red.) (2011). *Tożsamość osobowa dewiantów a ich reintegracja społeczna*. Kraków: Oficyna Wydawnicza Impuls.
- 2) Konopczyński, M. (2014). *Pedagogika resocjalizacyjna. W stronę działań kreujących*. Kraków: Oficyna Wydawnicza Impuls.
- 3) Konopczyński, M. (2007). *Metody twórczej resocjalizacji*. Warszawa: Wydawnictwo Naukowe PWN.
- 4) Konopczyński, M. (2014). *Pedagogika resocjalizacyjna. W stronę działań kreujących*. Kraków: Oficyna Wydawnicza Impuls.

Supplementary literature:

- 1) Konopczyński, M., Nowak, M. B. (red.) (2008). *Resocjalizacja. Ciągłość i zmiana*. Warszawa: PEDAGOGIUM Wyższa Szkoła Pedagogiki Resocjalizacyjnej w Warszawie.
- 2) Pospiszyl, K. (1998). *Resocjalizacja. Teoretyczne podstawy oraz przykłady programów oddziaływań*. Warszawa: Wydawnictwo Akademickie Żak.
- 3) Pytka, L. (1995). *Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne i metodyczne*. Warszawa: Akademia Pedagogiki Specjalnej.

20. Forms of assessment - details

Conditions for obtaining course credit:

Classes end with a written test with a grade.

Assessment time 45 minutes. 5 problem / descriptive questions. Scoring - each question is assessed on a scale from 0 to 1 points. You can get a maximum of 5 points, a minimum of 3 points.

0 - 2.9 points – unsatisfactory/fail (2.0)

3.0 - 3.4 sufficient (3.0)

3.5 - 3.9 satisfactory (3.5)

4.0 - 4.4 good (4.0)

4.5 - 4.9 very good (4.5)

5.0 excellent (5.0)

21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher

during classes, during office hours and via e-mail.

2. Classes will be held at PSW in Biała Podlaska or online
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3. Classes will be held in accordance with the current schedule

4. Office hours will be held in accordance with the applicable schedule

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR 2021/2022 ENROLLMENT

GENERAL INFORMATION

1. Name of the course	Introduction to speech therapy						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska)	Faculty of Social and Human Sciences, Department of Pedagogy						
3. Content group	A.1.						
4. Type of the course	Obligatory						
5. Level of education	First-cycle studies						
6. Number of ECTS credits	3						
7. Level of the course	Elementary						
8. Year of studies, semester	Year II, semester III –winter						
9. Number of hours per semester	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	15					30	
10. Language of instruction: English							
11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)	Beata Wołosiuk, PhD						

DETAILED INFORMATION

12. Access requirements	
Mastered material from the biomedical basis of development	
13. Objectives of the course	
C1 Acquainting with the basic conceptual categories and terminology related to speech therapy;	
C2 Introduction of knowledge about disturbances and speech disorders;	
C3 Mastering the basic skills of the assessment of the course of speech development by the student, detection of irregularities, selection of stimulating actions and basic corrective exercises.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	reference to field-specific learning outcomes
KNOWLEDGE	
EU01 Has elementary knowledge of speech therapy and defines the basic concepts of verbal and non-verbal communication;	K_W08 K_W23
EU02 Has a basic knowledge of prophylaxis, diagnosis and speech therapy;	K_W23
SKILLS	
EU03 Can use the basic theoretical concepts to analyze, interpret and design speech therapy strategies;	K_U05 K_U28
SOCIAL COMPETENCES	
EU04 Actually (in accordance with the principles of professional ethics) uses aids and therapeutic programs in speech therapy.	K_K02

15. Programme content	
Lecture	
1. Subject, scope of interests and place of speech therapy among other sciences. 2. Development of the child's speech. 3. Causes of speech defects. 4. Classification of speech disorders. 5. Dyslalia. 6. Stuttering. 7. Improving the process of verbal communication in people with intellectual disabilities. 8. Speech therapy for children with hearing impairment. 9. Alternative communication. 10. Speech therapy prophylaxis.	
Classes	
1. Anatomical - physiological foundations of speech. 2. Consequences of incorrect communication for the psychosocial functioning of a human being. 3. Basic principles of speech therapy. 4. Periods of formation of the child's speech. 5. Speech therapy prophylaxis. 6. Speech therapy diagnosis of communication disorders. 7. Exercises improving the motor skills of articulation organs, breathing and phonation exercises. 8. Speech therapy tools, resources and aids. 9. Stages of corrective work. 10. Therapy of dyslalia. 11. Stuttering therapy. 12. Early therapeutic intervention and support for the development of a small child. 13. Programming of speech therapy.	
16. Didactic tools/methods	
1. Lecture	
2. Multimedia presentations	
3. Discussion	
4. Working in groups	
5. Practical exercises preceded by the preparation of teaching aids	
6. Thematic workshops	
17. Methods of assessment (F – forming; S – summarizing)	
F1. Assessment of the current knowledge of the discussed issues in the form of active participation in classes	
F2. Preparing the project	
P1. Written test	
P2. Oral test	
18. Student workload	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	55
Preparing for classes and a test	10
Preparing a project	10
SUM	75
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	3
19. Basic and supplementary literature	
Basic literature:	
1) Gunia, G., Lechta V.,(2011) <i>Wprowadzenie do logopedii</i> . Kraków : Oficyna Wydawnicza Impuls.	
2) Minczakiewicz, E. M.(1997). <i>Mowa – rozwój – zaburzenia – terapia</i> . Kraków: WNAP.	
3) Sołtys-Chmielowicz, A. (2008). <i>Zaburzenia artykulacji</i> . Kraków: Oficyna Wydawnicza Impuls.	
Supplementary literature:	
1) Demel, G. (2009). <i>Minimum logopedyczne nauczyciela przedszkola</i> . Warszawa: WSIP.	
2) Gunia, G. (2006). <i>Terapia logopedyczna dzieci z zaburzeniami słuchu i mowy: wybrane problemy teorii i praktyki surdologopedycznej</i> . Kraków: Oficyna Wydawnicza Impuls.	
3) Lichota, E. J. (2009). <i>Terapia wad wymowy</i> . Kraków: Oficyna Wydawnicza Impuls.	
4) Skorek, E. M. (2008). <i>Reranie : profilaktyka, diagnoza, korekcja</i> . Kraków: Oficyna Wydawnicza Impuls.	
5) Wołoskiuk, B.(2015). Rola rodziców w profilaktyce logopedycznej. <i>Rozprawy Społeczne</i> , 1/9, 5-11.	
20. Forms of assessment - details	

Conditions for obtaining course credit:

In the case of tests and written assignments, percentage ranges are used to evaluate: 50% -65.5% of correct answers - grade 3.0 66% -75.5% of correct answers - grade 3.5 76% -83.5% of correct answers - grade 4.0 84% -89.5% of correct answers - grade 4.5 90% -100% correct answers - grade 5.0 The condition for passing the lectures is an oral / written test and active participation in classes. The condition for passing the practical classes is an oral test, active participation in classes, preparation of projects. The evaluation of the oral test consists in answering 3 questions, which will be assessed from 2.0 to 5.0 depending on the substantive quality of the statement. Evaluation of the project on the use of methods of working with a child with speech defects from 2.0 to 5.0 depending on the substantive quality of the work (literature used, correct illumination of the problem, adequate selection of speech therapy exercises, etc.).

21. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours

2. Classes will be held at PSW in Biała Podlaska or online

3. Classes will be held in accordance with the current schedule

4. Office hours will be held in accordance with the applicable schedule

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR 2021/2022 ENROLLMENT

GENERAL INFORMATION

1. Name of the course	Foreign language						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaska)	Faculty of Social Sciences and Humanities, Department of Pedagogy						
3. Content group (the module can be implemented as part of the content of general, basic, major, specialised or other education)	-						
4. Type of the course	obligatory						
5. Level of education	First-cycle studies						
6. Number of ECTS points	8						
7. Level of the course (elementary, pre-intermediate, intermediate)							
8. Year of studies, semester	Year I, semester I – winter, semester II – summer Year II, semester III – winter, semester IV - summer						
9. Number of hours per semester	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
	30						
10. Language of instruction: English							
Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)	Katarzyna Gajewska, MA						

DETAILED INFORMATION

11. Access requirements	
Knowledge of English at the A2 level according to the Common European Framework of Reference for languages	
12. Objectives of the course	
C1 Knowledge of English at B2 level in accordance with the Common European Framework of Reference for Languages in terms of general and specialist language; C2 Providing students with knowledge of using foreign language sources.	
13. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	Reference to field-specific learning outcomes
SKILLS	
EU01 the student is able to fluently formulate oral statements on the topics of everyday life and on topics related to the field of study;	K_U10
EU02 can write clear and concise texts on everyday and professional life topics;	K_U10
EU03 can read and understand texts satisfactorily on topics related to future professional activity and everyday life;	K_U10
EU04 can understand clear, orally presented information about facts from	K_U10

everyday life and on topics related to the future career;	
EU05 can quite correctly apply lexical and grammatical structures implemented in accordance with the level of teaching;	K_U10
SOCIAL COMPETENCES	
EU06 can use the available sources of information in a foreign language.	K_K01
14. Programme content	
Form of classes – language course	
<p>Topics / vocabulary, communication functions and grammatical structures in accordance with the the Common European Framework of Reference for languages at B1/B2 language proficiency level based on a specialist language and in accordance with the syllabus appropriate for the textbook:</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Self-presentation 2. Science, professional career 3. Healthy lifestyle 4. The natural environment 5. The world's economy 6. Communication in the modern world 7. Cultural aspects <p>Grammar and vocabulary:</p> <ol style="list-style-type: none"> 1. Tenses 2. Passive voice 3. Conditional sentences 4. Reported speech 5. Modal verbs 6. Phrasal verbs 7. Comparatives and superlatives 8. Word formation <p>Specialist component:</p> <ol style="list-style-type: none"> 1. Texts / specialized articles - reading in order to understand the general message of the text, details, key words and phrases; paraphrasing information; summarizing texts 2. Selected issues of specialist language related to the field of study (e.g. relations between teenagers and parents, euro-orphans, life of the young and the old, care for seniors). 	
15. Didactic tools/ methods	
1. Discussion	
2. Solving problems	
3. Explanations and multimedia presentations	
4. Textbooks	
5. Dictionaries	
6. Internet resources	

7. Scientific articles/authentic texts	
8. Office hours	
16.Methods of assessment (F – forming; S– summarising)	
F1. Active participation in classes	
F2. In-class tests	
F3. Written assignments	
F4. Oral assignments	
P1. Pass with a grade	
P2. Written examination	
17.Student workload	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	160
Student workload	
Preparing for classes and tests	30
Preparing for the final exam	10
SUM	200
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	8
18.Basic and supplementary literature	
Basic literature:	
1) Stephenson, H., Lansford, L., Dummett, P. (2015). <i>Keynote</i> . Hampshire: National Geographic Learning.	
2) Dellar, H., Walkley, A, (2016). <i>Outcomes</i> . Hampshire: National Geographic Learning, A Cengage Learning Company.	
Supplementary literature:	
1) Oxenden C., Latham-Koenig C., Seligson P., Boyle M. (2013). <i>English File third edition Intermediate Plus</i> . Oxford: OUP.	
2) Foley M., Hal D. (2012). <i>MyGrammarLab</i> . Harlow: Pearson Education Limited.	
3) Rogers, M., Taylore – Knowles, J., Taylore-Knowles, S. (2015). <i>Open Mind</i> . London: Macmillan.	
4) Website: ted.com	
19. Forms of assessment- details	
Conditions for obtaining a credit for the course: classes end with a grade in semesters I, II, III and an examination in semester IV. Components of the semester grade: 85% are the student's language skills, 15% are the student's social skills / attitude.	
The method of verification of learning outcomes in terms of skills:	
<ul style="list-style-type: none"> • 2 tests per semester verifying language skills and lexical-grammatical structures in the field of general and specialized language. • Percentage scale rating: <ul style="list-style-type: none"> 100% - 90% = 5,0 89% - 85% = 4,5 84% - 75% = 4,0 74% – 68% = 3,5 67% – 51% = 3,0 50% - 0% = 2,0 	
<u>Absence during the test means unsatisfactory grade (2.0).</u>	
<u>In case of student's absence or a negative grade, the student is required to pass the test on the re-sit date set by the teacher.</u>	
• <u>Oral presentation / speech (evaluation components: the content 50%, linguistic correctness 30%, fluency 20%)</u>	
<u>Method of verification of learning outcomes in the field of social competences:</u>	
• <u>Observation of the student's involvement and work throughout the semester.</u>	
20.Other useful details concerning the course	
1. Direct information about the issues of classes and a program content is provided by the teacher	

during classes and during office hours
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2. Classes will be held at PSW in Białą Podlaską or online
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3. Classes will be held in accordance with the current schedule

4. Office hours will be held in accordance with the applicable schedule

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR 2020/2021 ENROLLMENT

GENERAL INFORMATION

1. Name of the course	Methodology of leisure time and education through play						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Białą Podlaska)	Faculty of Social Sciences and Humanities, Department of Pedagogy						
3. Content group	D.1.						
4. Type of the course	obligatory						
5. Level of education	First-cycle studies						
6. Number of ECTS credits	2						
7. Level of the course	elementary						
8. Year of studies, semester	Year II, semester 4 – summer						
9. Number of hours per semester	Lecture	Classes	Lab*	Project	Self-study	Practical classes	Internship
						30	
10. Language of instruction:	Polish						
11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes)	Piotr Zdunkiewicz, PhD						

DETAILED INFORMATION

12. Access requirements	
Lack of access requirements	
13. Objectives of the course	
C1 To outline the place of education through play in the social science system;	
C2 To introduce the students to methodology of leisure time and education through play	
C3 To implement the student to be active and work on his own to play in leisure time.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	reference to field-specific learning outcomes
KNOWLEDGE	
EU01 knows and understands the types, ways in which social relationships are formed and function;	K_W06
SKILLS	
EU02 has the ability to initiate and organize pedagogical activities in a selected area of pedagogical practice;	K_U20
SOCIAL COMPETENCES	
EU03 is able to cooperate and collaborate with others both while working individually and in teams.	K_K07
15. Programme content	
Form of the course - practical classes integrated with internship in the field of didactic preparation	

- 1) Space and organization of work in workshop activities.
- 2) Role and tasks of the play and leisure time animator.
- 3) Group contract- dimension and rules.
- 4) The dynamics of group work.
- 5) Practical dimension of the education through play and leisure time.
- 6) The usage of KLANZA method in education through play in leisure time.
- 7) Games integrating a group - activating methods.
- 8) Techniques of active listening.
- 9) Fairy tale - as an example of the therapeutic play.
- 10) Movement games.
- 11) The pathology of play.

16. Didactic tools/methods

1. Chat/ discussion
2. The method of practical classes
3. Activating methods

17. Methods of assessment (F – forming; S – summarizing)

F1. Continuous assessment for active participation in classes

P1. Preparing and conducting demonstration classes using the situations observed during internship.

18. Student workload

Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	35
Preparation for conducting demonstration classes	15
SUM	50
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	2

19. Basic and supplementary literature

Basic literature:

- 1) Huizinga J. (2007). Homo ludens: zabawa jako źródło kultury. Warszawa: Wydawnictwo Aletheia.
- 2) Kędzior-Niczyporuk E. (red.). (2003). Wprowadzenie do pedagogiki zabawy: wybór tekstów drukowanych w „Kropki” w latach 1992-1994. Lublin: Wydawnictwo KLANZA.
- 3) Mroczkowska D. (2011). Czas wolny. Refleksje, dylematy, perspektywy. Warszawa: Wydawnictwo Difin S.A.
- 4) Tauber R., Siwiński W. (2002). Pedagogika czasu wolnego. Poznań: Wydawnictwo WSHiG.
- 5) Truskolaska J. (2007). Osoba i zabawa: elementy filozofii i pedagogiki zabawy. Lublin: Wydawnictwo KUL.

Supplementary literature:

- 1) Materials provided to students for classes by the teacher

20. Forms of assessment - details

Classes end with a credit with a grade.

The condition for passing the practical classes is to conduct demonstration classes with the participation of students.

The assessment will include the student's involvement in the didactic process, the ability to develop students' curiosity, activity and cognitive independence, the ability to select content, methods, and coping with the group will be assessed.

21. Other useful details concerning the course

1. Information on where to get the course presentations, lab manuals, etc. - can be obtained from the teacher during classes, office hours, or by email.
2. Information on the location of classes at the Pope John Paul II State School of Higher Education in Biała Podlaska
3. Information on the date of classes (day of the week / time) in accordance with the current schedule.
4. Information on office hours (hours + place) in accordance with the applicable schedule.

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

SYLLABUS FOR 2021/2022 ENROLLMENT

GENERAL INFORMATION

1. Name of the course Family pedagogy						
2. Name of the institution (the name should be indicated in accordance with the Statute of Pope John Paul II State School of Higher Education in Biała Podlaska) Faculty of Social Sciences and Humanities, Department of Pedagogy						
3. Content group (the module can be implemented as part of the content of general, basic, major, specialised or other education) B2						
4. Type of the course (obligatory, optional) obligatory						
5. Level of education First-cycle studies						
6. Number of ECTS credits 3						
7. Level of the course (elementary, pre-intermediate, intermediate)						
8. Year of studies, semester year II, semester 3 - winter						
9. Number of hours per semester						
lecture	classes	Lab*	Project	Self-study.	Practical classes	Internship
15	15				15	
10. Language of instruction: Polish						
11. Lecturer (lecturers) (First and last name, academic degree of the lecturer / lecturers conducting classes) Dorota Tomczyszyn, PhD						

Detailed information

12. Access requirements	
Basic knowledge of the introduction to pedagogy and the history of pedagogical thought. Basic information on the functioning of the contemporary Polish family.	
13. Objectives of the course	
C1 To acquaint students with selected concepts related to the development of family pedagogy. C2. To acquaint students with the structure and functioning of the social group which is the family. C3 To acquaint students with the characteristic features of family functioning in different cultures. C4 Practicing the ability to present the features of the family as a community and the features of the family as an institution. C5 Practicing the ability to indicate and describe changes in the functioning of the family C6 Building awareness of the importance of the family in the functioning of society.	
14. Field-specific learning outcomes in terms of knowledge, skills and social competences	
A student who successfully passed the course:	Reference to field-specific learning outcomes

KNOWLEDGE

EU01 describes selected concepts related to the shaping of family pedagogy	K_W02
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EU02 characterizes the structure and functions of the social group that is the family; distinguishes between cultural behaviour and legal forms leading to marriage	K_W03
SKILLS	
U03 indicates the characteristic features of the functioning of the family in different cultures	K_U01
EU04 presents the features of the family as a community and the features of the family as an institution. Interprets changes in the functioning of the family	K_U02
SOCIAL COMPETENCES	
EU05 is aware of the importance of the family in the functioning of society	K_K02
15. Programme content	
Lecture	
<p>Place of family pedagogy in the field of family studies. Practical and normative tasks of family pedagogy</p> <p>The origins and development of family science: the works of Bachofen, Morgan and others.</p> <p>Evolutionary family theories</p> <p>Functional family theories</p> <p>Hegelian-Marxist direction</p> <p>Traditionalism and positivism</p> <p>The anarchist direction - at the basis of feminism</p> <p>Contemporary family theories</p> <p>The family as an institution and community</p> <p>Contemporary forms of marriage and family life</p> <p>Classifications of family functions according to F. Adamski, Z. Tyszka. Implementation of the educational and care function in the family.</p> <p>Changes in the implementation of the family function</p>	
Classes	
<p>Familiarising with the specificity of the subject, providing the issues and literature.</p> <p>The process of creating marriage and a family group.</p> <p>Cultural behaviour and legal forms leading to marriage (choice of a partner, courtship, legal forms of marriage)</p> <p>Marriage and cultural models of love (types of love, love in a mature marriage relationship)</p> <p>Socio-economic factors of the durability of the family bond. Aspects that weaken and strengthen the family bond</p> <p>Cycles of family life.</p> <p>Marriage and family in different cultures: Chinese, Japanese.</p> <p>Marriage and family in different cultures: Indian, Israeli</p> <p>Marriage and family in different cultures: Greco-Roman</p>	
Form of classes - practical classes integrated with professional practice in the field of psychological and pedagogical preparation	
<p>Diversity of definitions of the term "family"</p> <p>Typologies of marriage and family</p> <p>Comparison of the traditional and modern family: declining fertility in families, changes in structures, individualism in families, increasing position of a child in the family, position of a woman in the family, secularization of the institution of marriage, etc. (using the observations gained during the implementation of apprenticeships)</p> <p>Demographic situation of families</p>	

Family and school; the role of parents' cooperation with teachers and educators, analysis of forms of cooperation using the observations obtained during the implementation of professional practice
 Child problems in a dysfunctional family. Problems of neglected and unaccompanied children - using the observations gained during the implementation of professional practice
 Aggression and violence in the family - diagnosis of the situation, forms, practical ways of solving domestic violence problems observed in professional practice.

16. Didactic tools / methods

1. Lecture
2. Discussion based on observations from professional practice
3. Multimedia presentations by the lecturer, documentaries about the functioning of families in different cultures
4. Source texts - analysis
5. Office hours
6. Presentations

17. Methods of assessment (F – forming; S – summarising)

- F1. Classes attendance
 F2. Presentations using the situations observed during apprenticeships
 F3. Active participation in classes
 P1. Written examination

18. Student workload

Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	55
Student workload	
Preparing for classes	10
Preparing presentations	5
Preparing for the final exam	5
SUM	75
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	3

19. Basic and supplementary literature

Basic literature:

1. F. Adamski, F., (2002). *Rodzina: wymiar społeczno – kulturowy*. Kraków. Oficyna Wydawnicza Impuls.
2. Garbula J.M., Zakrzewska, A., Sawczuk, W. (red.). (2013). *Świat rodziny: perspektywa interdyscyplinarna; wobec trwania i zmiany*. Toruń. Wyd. A.Marszałek
3. Gorbaniuk, J. (red.). (2009). *Rodzina wobec współczesnych wyzwań społeczno-kulturowych*. Lublin. Wyd. KUL.
4. Muszyński, W. (red.). (2015). *Rodzina jako wartość; wzory, modele, redefinicje*. Toruń. wyd. A.Marszałek.
5. Płopa, M. (2008). *Więzi w małżeństwie i rodzinie*. Kraków. Impuls.
6. Błasiak, A., Dybowska, E. (red.). (2010). *Wybrane zagadnienia pedagogiki rodziny*. Kraków. WSFP „Ignatianum”.
7. Olearczyk, T., E. (2008). *Sieroctwo i osamotnienie. Pedagogiczne problemy kryzysu współczesnej rodziny*. Kraków. WAM.

Supplementary literature:
1. Kiereś, B., Nowak, M., Opozda, D.(red.). (2006). <i>Wybrane zagadnienia teorii i praktyki pedagogiki rodziny</i> . Lublin. Wydawnictwo KUL.
2. Tomczyszyn, D. (2015). <i>Rola matki w rodzinie z dzieckiem z niepełnosprawnością intelektualną</i> . Biała Podlaska. Wyd. PSW.
3. Ziemska, M. (2005). <i>Rodzina współczesna</i> . Warszawa. PWN
20 Formy oceny - szczegóły
Classes end with an exam. The condition for completing the course and practical classes is: - obtaining positive partial grades for active participation in classes (oral tasks, preparation for classes, student involvement during classes); - preparation and presenting of presentations The final grade for the classes is the arithmetic mean of all the grades obtained. The basis for completing the lectures is a positive grade from the written exam: 45 minutes, problem / descriptive questions. The condition for obtaining a positive grade is obtaining more than 50% correct answers. The condition for completing the course is obtaining positive grades from the above-mentioned tasks.
21 Other useful details concerning the course
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

* L – laboratory (in case of foreign language classes, this means the language course)

** – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours