**description of the course of study**

|  |  |  |
| --- | --- | --- |
| **Course code** | **0231.8.FILA1P.D09.DO** | |
| **Name of the course in** | Polish | **Dydaktyka ogólna** |
| English | **General didactics** |

1. **LOCATION OF THE course OF STUDY within the system of studies**

|  |  |
| --- | --- |
| **1.1. Field of study** | English Philology |
| **1.2. Mode of study** | Full-time studies, extramural studies |
| **1.3. Level of study** | B.A. |
| **1.4. Profile of study\*** | practical |
| **1.5. Person preparing the course description** | dr Magdalena Łuka |
| **1.6. Contact** | magdalenaluka@wp.pl |

1. **General characteristicS of the course of study**

|  |  |
| --- | --- |
| **2.1. Language of instruction** | Polish |
| **2.2. Prerequisites\*** | Pedagogy-related basic knowledge |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

|  |  |  |
| --- | --- | --- |
| * 1. **Form of classes** | | lecture (10) + class (15) |
| * 1. **Place of classes** | | The educational facilities / classrooms of the Sandomierz Branch Campus of the Jan Kochanowski University in Kielce |
| * 1. **Form of assessment** | | Exam (lecture), graded course credit (class) |
| * 1. **Teaching methods** | | Elements of the classical lecture, conversation class, description, problem-centered discussion, brain storm |
| **Bibliography** | **Required reading** | Bereźnicki F., *Dydaktyka szkolna dla kandydatów na nauczycieli*, Kraków 2018.  Kupisiewicz Cz., *Dydaktyka. Podręcznik akademicki,* Kraków 2012.  Niemierko B., *Kształcenie szkolne. Podręcznik skutecznej dydaktyki*, Warszawa 2007. |
| **Further reading** | Okoń W., *Wprowadzenie do dydaktyki ogólnej*, Warszawa, 2003.  Kruszewski K. (red.), *Sztuka nauczania*, T. 1, Czynności nauczyciela, Warszawa 2008.  Konarzewski K. (red.), *Sztuka nauczania*, T. 2, Szkoła, Warszawa 2005.  *+* Core curriculum for general education |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

|  |
| --- |
| * 1. **Course objectives *(lecture + class)***   C 1. Familiarizing students with the basic terminology and main theories in the field of didactics.  C 2. Acquainting students with the basic elements of the teaching-learning process and examples of the use of these elements in educational practice.  C 3. Developing the ability to plan didactic work in the classroom practice. |
| * 1. **Detailed syllabus (lecture 10h*)***   1. Didactics as a pedagogical subdiscipline. The subject and tasks of contemporary didactics. General didactics vs. specific didactics.  2 Basic concepts of general didactics. Characteristics of didactic systems: Herbart's, Dewey's, contemporary - the concept of innovative and causative didactics.  3. School as an institution supporting the development of the individual and society. Models of the modern school.  4. The school education system. Organization and functioning.  5. The classroom as an educational environment.  **Detailed syllabus *(class 15h)***  1. The process of teaching – learning. Learning environment. School-based learning.  2. Learning objectives – sources, ways of formulation and types.  3. Organization of the education process and the work of students.  4. Styles and techniques of working with students. Forms of the organisation of the mearning process.  5. Principles of didactics. Teaching methods. Teaching aids.  6. Lesson as a didactic unit and its structure. Extracurricular activities.  7. Lesson plan and extended lesson plan - structure and functions.  8. Diagnosis, control and evaluation of educational outcomes.  9. Assessment of pupils' school achievements, teaching effectiveness and the quality of the school's work.  10. Internal school assessment system, tests and external examinations. |

* 1. **Intended learning outcomes**

|  |  |  |
| --- | --- | --- |
| **Code** | **A student who passed the course** | **Relation to learning outcomes** |
| within the scope of **KNOWLEDGE:** | | |
| W01 | the organisation and functioning of the school education system, the significance of the school's position as an educational institution, the functions and objectives of school education, models of contemporary schools, alternative forms of education, the core curriculum in the context of the curriculum program, the subject of assessment of the quality of the functioning of the school or any other educational system unit; | NAU1\_W02  NAU1\_W08  NAU1\_W15 |
| W02 | the location of didactics in the field of pedagogy, as well as the subject and tasks of contemporary didactics and the relation of general didactics to specific didactics; | NAU1\_W02 |
| W03 | the issue of the class as an educational environment: class management styles , the problem of order and discipline, social processes in the class, class integration, creating an environment conducive to learning progress, and the way of teaching in a class that is diverse in terms of cognitive, cultural, social or material status; | NAU1\_W03  NAU1\_W15 |
| W04 | contemporary teaching concepts and educational goals – sources, ways of formulating them and their types; principles of didactics, teaching methods, teaching content and organisation of the education process and pupils' work; | NAU1\_W02 |
| W05 | the issue of lessons as a didactic unit and its structure, lesson models and the art of conducting lessons, as well as styles and techniques of working with students; classroom interactions; teaching aids; | NAU1\_W15 |
| W06 | methods and significance of assessing pupils' school achievements: formative assessment in the context of teaching effectiveness, internal school assessment system, types and methods of conducting external tests and examinations; the subject of evaluation of the teacher's didactic effectiveness and the quality of the school's activities, as well as the educational added value; | NAU1\_W04 |
| **within the scope of ABILITIES:** | | |
| U01 | choose a curriculum in line with the requirements of the core curriculum and adapt it to the educational needs of students; | NAU1\_U02  NAU1\_U04  NAU1\_U13 |
| U02 | establish cooperation with teachers and the non-school environment | NAU1\_U02  NAU1\_U04  NAU1\_U13 |
| U03 | choose teaching methods to the content taught and organize students' work; | NAU1\_U13 |
| U04 | choose a lesson model and design its structure; | NAU1\_U02 |
| U05 | assess the pupil's work and present it in the form of a formative assessment; | NAU1\_U10 |
| within the scope of **SOCIAL COMPETENCE:** | | |
| K01 | self-deepening of pedagogical knowledge, including didactic knowledge; | NAU1\_K01  NAU1\_K04 |
| K02 | cooperation with teachers and specialists in order to improve one’s own skills; | NAU1\_K07 |
| K03 | creative search for the best didactic solutions conducive to the progress of students. | NAU1\_K06 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code))*** | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | |
| **Exam oral/written** | | | **Test\*** | | | **Project\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work** | | | **Other methods** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *...* |
| W01 | ***+*** |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| W02 | ***+*** |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| W03 | ***+*** |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| W04 | ***+*** |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| W05 | ***+*** |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| W06 | ***+*** |  |  |  | ***+*** |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| U01 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| U02 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| U03 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| U04 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| U05 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  | ***+*** |  |  |  |  |
| K01 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |
| K02 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  |  |  |  |  |  |  |  |  |
| K03 |  |  |  |  |  |  |  |  |  |  | ***+*** |  |  | ***+*** |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Lecture** | **3** | The student's knowledge is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's knowledge is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher, has difficulties in combining them into logical sequences and shows difficulties in drawing conclusions on their own.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight gaps in terms of knowledge in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight gaps in terms of knowledge in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully mastered the curriculum material. Can interpret facts and obtain information independently using various sources of knowledge. Effectively uses the knowledge and skills gained in other classes.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 90-100%* |
| **Class (C)\*** | **3** | The student's skills are incomplete, random, and fragmented; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's skills are incomplete, random, and fragmented; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight skills gaps in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight skills gaps in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully mastered the skills. Can independently interpret facts and obtain information using various sources. Effectively uses the knowledge and skills gained in other classes.  *High effort in class ( over 90 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 90-100%* |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

|  |  |  |
| --- | --- | --- |
| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Full-time**  **studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | ***25*** | ***25*** |
| *Participation in lectures* | 10 | 10 |
| *Participation in classes* | 15 | 15 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | ***25*** | ***25*** |
| *Preparation for the lecture* | 5 | 5 |
| *Preparation for the classes* | 10 | 10 |
| *Preparation for the exam* | 10 | 10 |
| *TOTAL NUMBER OF HOURS* | ***50*** | ***50*** |
| ECTS credits for the course of study | **2** | **2** |

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

*.......................................................................................................................*