**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D08.DEZ** | |
| **Name of the course in** | Polish | **Doradztwo edukacyjno-zawodowe** |
| English | **Educational and career counseling** |

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

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| **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**

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| **2.1. Language of instruction** | Polish |
| **2.2. Prerequisites\*** | --- |

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

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| * 1. **Form of classes** | | lecture (10) + project (5) |
| * 1. **Place of classes** | | The educational facilities / classrooms of the Sandomierz Branch Campus of the Jan Kochanowski University in Kielce |
| * 1. **Form of assessment** | | Graded course credit (lecture, workshop) |
| * 1. **Teaching methods** | | elements of the classical lecture, conversation class, description, problem-centered discussion, brain storm |
| **Bibliography** | **Required reading** | Official Journal of the European Union (2018/C 189/01). Recommendation of the Council of the European Union of 22 May 2018 on key competences for lifelong learning. Annex: Key competences for lifelong learning – European Reference Framework. Brussels 2018.  Bolles R., *Spadochron*, Wyd. Fundacja Inicjatyw Społecznych, Warszawa 2005.  Pfeiffer A., *Doradztwo edukacyjno-zawodowe*, Warszawa 2014. |
| **Further reading** | Dołęga-Herzog H., Rosalska M., *Wykorzystanie metod kreatywnych w przygotowaniu uczniów do wyboru zawodu. Propozycje rozwiązań metodycznych*, Warszawa 2014.  Druczak K., Minta J., *Poradnictwo zawodowe w gimnazjum*, Warszawa 2013.  Rosalska M., Wawrzonek A., *Od marzeń do kariery. Poradnik dla uczniów  i absolwentów szkół ponadgimnazjalnych*, Warszawa 2013. |

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

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| * 1. **Course objectives *(lecture + project)***   C 1. Familiarize students with the basic terminology of career guidance.  C 2. Shaping attitudes, practical skills, problem-solving and knowledge-utilising skills.  C 3. Developing the ability to work on self-development and active participation in the labour market. |
| * 1. **Detailed syllabus (lecture 10h*)***  1. Educational and career counseling. The teacher as an advisor. 2. Supporting the student in designing their educational and professional path. 3. Methods and techniques for determining the student's potential. 4. Preparing young people for self-education. 5. Work on self-development and active participation in the labour market. 6. The education market and the labour market. A path of professional development. 7. Lifelong learning. 8. Discovering and developing students' predispositions and talents. 9. Supporting cognitive development.     **Detailed syllabus *(project 5h)***  Preparation of the profession file and designing the educational and professional path of the selected student. |

* 1. **Intended learning outcomes**

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| **Code** | **A student who passed the course** | | | | | | | | | | | | | | | | | | **Relation to learning outcomes** | | | | |
| within the scope of **KNOWLEDGE:** | | | | | | | | | | | | | | | | | | | | | | | |
| W01 | supporting pupils in designing their educational and professional paths, methods and techniques for determining pupils' potential, and the need to prepare pupils for lifelong learning; | | | | | | | | | | | | | | | | | | NAU1\_W02  NAU1\_W06 | | | | |
| within the scope of **ABILITIES:** | | | | | | | | | | | | | | | | | | | | | | | |
| U01 | design a path of their own professional development | | | | | | | | | | | | | | | | | | NAU1\_U08  NAU1\_U14 | | | | |
| U02 | determine the approximate potential of the student and advise him or her on a path of development | | | | | | | | | | | | | | | | | | NAU1\_U08  NAU1\_U14 | | | | |
| within the scope of **SOCIAL COMPETENCE:** | | | | | | | | | | | | | | | | | | | | | | | |
| K01 | show empathy for students and provide them with support and assistance | | | | | | | | | | | | | | | | | | NAU1\_K01  NAU1\_K04 | | | | |
| K02 | self-deepening of pedagogical knowledge | | | | | | | | | | | | | | | | | | NAU1\_K01  NAU1\_K04 | | | | |
| * 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* | *P* | *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | | *...* | *L* | *C* | *...* |
| W01 | |  |  |  | ***+*** |  |  |  |  | ***+*** | ***+*** |  |  |  |  |  |  |  | |  |  |  |  |
| U01 | |  |  |  | ***+*** |  |  |  |  | ***+*** | ***+*** |  |  |  |  |  |  |  | |  |  |  |  |
| U02 | |  |  |  | ***+*** |  |  |  |  | ***+*** | ***+*** |  |  |  |  |  |  |  | |  |  |  |  |
| K01 | |  |  |  |  |  |  |  |  | ***+*** |  |  |  |  |  |  |  |  | |  |  |  |  |
| K02 | |  |  |  |  |  |  |  |  |  | ***+*** |  |  |  |  | ***+*** |  |  | |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Lecture (L)** | **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 in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The listener'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 in order to pass (receive graded credit for) the lecture 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 in order to pass (receive graded credit for) the lecture 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 in order to pass (receive graded credit for) the lecture 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 in order to pass (receive graded credit for) the lecture were assessed and the result fell within the percentage range of 90-100%* |
| **Project** | **3** | The student's project completion is incomplete, piecemeal 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 assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's project completion is incomplete, piecemeal 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 assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight deficiencies in the completion of the project. 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 assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight deficiencies in the completion of the project. 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 assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has completed the project to a full extent. Can independently interpret facts and obtain information using various sources. Effectively uses the knowledge and skills gained in other classes.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 90-100%* |

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

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| **Category** | **Student's workload** | |
| **Extramural studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | ***15*** | ***15*** |
| *Participation in lectures* | 10 | 10 |
| *Workshop* | 5 | 5 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS//* | ***10*** | ***10*** |
| *Preparation for the test* | 3 | 3 |
| *Familiarising oneself with the obligatory readings* | 2 | 2 |
| *Completing one’s own professional folder* | 5 | 5 |
| ***TOTAL NUMBER OF HOURS*** | ***25*** | ***25*** |
| **ECTS credits for the course of study** | **1** | **1** |

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

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