

## Institute of Pedagogy

Winter semester:

### Module I: Pre-School and Early School Education

<a href="#">Comparative Education</a>	30 ECTS
<a href="#">Education for Sustainable Development</a>	
<a href="#">Creativity as a way of self-education</a>	
<a href="#">E. J. Dalcroze's Pedagogic of Rhythm and Movement</a>	
<a href="#">Principles of Montessori Education</a>	

### Module II: Education Science

<a href="#">Diversity: identity, migration and education</a>	30 ECTS
<a href="#">Interpersonal communication</a>	
<a href="#">Creativity in the classroom</a>	
<a href="#">Creative writing in education</a>	
<a href="#">Women's penitentiary isolation in the context of the situation and support measures for their pre-school and school-age children</a>	

**Summer semester:**

**Module I: Pre-School and Early School Education**

<a href="#">Comparative Education</a>	30 ECTS
<a href="#">Education for Sustainable Development</a>	
<a href="#">Creativity as a way of self-education</a>	
<a href="#">Music and children</a>	
<a href="#">Principles of Montessori Education</a>	

**Module II: Education Science**

<a href="#">Diversity: identity, migration and education</a>	30 ECTS
<a href="#">Interpersonal communication</a>	
<a href="#">Creativity in the classroom</a>	
<a href="#">Creative writing for personal development</a>	
<a href="#">Women's penitentiary isolation in the context of the situation and support measures for their pre-school and school-age children</a>	

## Course card

Course title	<b>Comparative Education</b>		
Semester (winter/summer)	Winter/ Summer	ECTS	6
Lecturer(s)	Anna Włoch, Ph D.		
Department	Institute of Pedagogy		

### Course objectives (learning outcomes)

The aim of the course is to acquaint students with the main problems of Comparative Education in Europe, such as the Bologna Process, Teacher Training, Early Childhood Education and Care, EU Educational Policy.

As a result, conducted the course students should have knowledge of European Education systems (similarities and differences).

An additional result of the course the students will understand the key problems of Education in European countries and will be able to indicate the best European educational practices

### Prerequisites

Knowledge	History of Education
Skills	Not required
Courses completed	Not required

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15 (15 – individual work)						

### Teaching methods:

Lecture, discussion, group project (presentation).

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
				X	X	X	X					

Assessment criteria	Class participation (50%) and a positive evaluation of the group/ individual project (50%).
Comments	Student receives 5 ECTS, optionally – 6 ECTS for an individual work (presentation)

Course content (topic list)

1. Comparative Education - introduction. Leading scholars of comparative education and their achievements.
2. Polish educational system.
3. Early Childhood Education and Care in Europe.
4. Teacher training and challenges in teacher education in Europe.
5. The Bologna Process and Higher Education Area.
6. The Idea of European Education - EU educational policy.
7. Individual or group presentations.

Compulsory reading

<p><i>Key Data on Education in Europe 2012</i>, Eurydice Eurostat, Brussels 2012, <a href="https://eurydice.eacea.ec.europa.eu/publications/key-data-education-europe-2012">https://eurydice.eacea.ec.europa.eu/publications/key-data-education-europe-2012</a></p> <p><i>Higher education. Structural indicators for monitoring education and training systems in Europe – 2023</i>, Eurydice, Luxembourg 2023, <a href="https://www.frse.org.pl/brepo/panel_repo_files/2023/12/20/ipmj3e/7-he.pdf">https://www.frse.org.pl/brepo/panel_repo_files/2023/12/20/ipmj3e/7-he.pdf</a></p> <p><i>Early childhood education and care. Structural indicators for monitoring education and training systems in Europe – 2023</i>, Eurydice, Luxembourg 2023, <a href="https://www.frse.org.pl/brepo/panel_repo_files/2023/12/11/x1ylqu/1-eccec-2.pdf">https://www.frse.org.pl/brepo/panel_repo_files/2023/12/11/x1ylqu/1-eccec-2.pdf</a></p> <p><i>The structure of the European education systems 2023/2024: schematic diagrams</i>, Eurydice, Luxembourg 2023, <a href="https://www.frse.org.pl/brepo/panel_repo_files/2023/10/02/kp7zi9/the-structure-of-the-european-education-systems-20.pdf">https://www.frse.org.pl/brepo/panel_repo_files/2023/10/02/kp7zi9/the-structure-of-the-european-education-systems-20.pdf</a></p> <p><i>Key data on teaching languages at school in Europe – 2023 edition</i>, Eurydice, Luxembourg 2023, <a href="https://www.frse.org.pl/brepo/panel_repo_files/2023/03/30/dbabi2/key-data-on-languages-2023-en.pdf">https://www.frse.org.pl/brepo/panel_repo_files/2023/03/30/dbabi2/key-data-on-languages-2023-en.pdf</a></p>
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Recommended reading

Epstein E.H., *Is Marc-Antoine Jullien de Paris the 'father' of comparative education?* "Compare" 2017, vol. 47 (3), p. 1-15, DOI: [10.1080/03057925.2016.1254542](https://doi.org/10.1080/03057925.2016.1254542)

Bray M., Adamson B. & Mason M. (eds), *Comparative educational research. Approaches and methods*. Hong Kong: Comparative Education Centre, The University of Hong Kong, Springer 2007.

## Course card

Course title	<b>Creativity as a way of self-education</b>		
Semester (winter/summer)	winter/summer	ECTS	6
Lecturer(s)	Dr hab. Iwona Czaja-Chudyba, prof UKEN		
Department	Institute of Pedagogy		

### Course objectives (learning outcomes)

Introduction to creativity and critical self-education.  
 Discovering new ways of learning and self-education. Improvement of the educational process. Contact with creative, critical, and reflective ways of learning.  
 Presentation of some creativity materials and activities/exercises.  
 Development of creative planning, preparing and conducting own activities inspired by creativity concept.  
 Inspiring students own development (knowledge and skills). Preparation for the self-education - for gaining and gathering the information on the reflective forms of evaluation.

### Prerequisites

Knowledge	Bases of pedagogy, didactics and psychology
Skills	English language skills B2
Courses completed	Erasmus+ Agreement

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours				15				

### Teaching methods:

Lectures, multimedia presentations, discussions, group workshops, case study

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks: Work with creativity measurement test	Field classes	Classes in schools	Didactic games	E – learning
			x		x	x	x	x				

Assessment criteria	<p>Active participation in group workshops and discussions = 25%</p> <p>Performing a creativity test on someone and reporting the results = 25%</p> <p>Individual project // essay (a plan for introducing creative and critical aspects in self-education [Little c-creativity] with a discussion of theoretical sources and hypothetical effects) = 25%</p> <p>Group project presentation (presentation of examples of outstanding creativity [Big C-Creativity; in the areas of theater, literature, art and science] from the students' country of origin or selected examples/works of contemporary Cracow artists) = 25%</p>
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Comments	<p>Activities with academic teacher (e.g.: lectures, presentations, workshops) -15 h</p> <p>Working alone and/or with Erasmus students, literature reading - 15 h</p>
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#### Course content (topic list)

<ol style="list-style-type: none"> <li>1. Characteristics of everyday and outstanding creativity - concepts of A Craft, D Simonton, R. Berghetto, J. Kaufman, and E. Nęcka (<i>potential mini-c creativity; interpretive little-c creativity; everyday little-c creativity; pro-c creativity; legendary big-c creativity</i>).</li> <li>2. <i>Mini --c creativity – potential crativity</i>. How to evaluate creativity? - objective and subjective criteria. TCT-DP test.</li> <li>3. Examples of <i>interpretive little-c creativity</i> and <i>everyday little-c creativity</i> - selected creative methods to improve thinking and problem solving. Elementary creative operations, ways of creative thinking, planning and learning.</li> <li>4. <i>Pro-c creativity</i> - H. Gardner and Project Zero (<i>Multiple Intelligences</i>), forms of constructive, creative <i>critical thinking</i> and reflection. <i>Constructive critical thinking</i> and reflection as a method of self-expressing, reading, speaking and writing. Building media resistance and criticism in receiving information.</li> <li>5. <i>Legendary big-c creativity</i> - what can we learn by analyzing the works and lives of outstanding artists and scientists?</li> </ol>
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#### Compulsory reading

<p>Beghetto, R. A., &amp; Kaufman, J. C. (2013). Fundamentals of creativity. <i>Educational leadership</i>, 70(5), 10-15.</p> <p>Cottrell, S. (2024 or other editions). <i>The study skills handbook</i>. Bloomsbury Publishing.</p> <p>Kaufman, J. C., &amp; Sternberg, R. J. (Eds.). (2006 or other editions). <i>The International Handbook of Creativity</i>. Cambridge University Press. <a href="https://doi.org/10.1017/CBO9780511818240">https://doi.org/10.1017/CBO9780511818240</a> (selected</p>
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fragments)

**Kaufman, J.C., & Beghetto, R. (2009). Beyond big and little: The Four C Model of creativity. *Review of General Psychology*, 13(1), 1-12.**

Kaufman, James C., and Robert J. Sternberg, (Eds). (2010 or other editions), *The Cambridge handbook of creativity*. Cambridge University Press, (selected fragments).

#### Recommended reading

Craft, A. (2001). Little c Creativity. In A. Craft, R. Jeffrey, & M. Leibling (Eds.), *Creativity in education* (pp. 45-61). Continuum.

Craft, A. (2002 or other editions). *Creativity and early years education*. Bloomsbury Publishing

Helfand, M., Kaufman, J. C., & Beghetto, R. A. (2017). The Four C Model of Creativity: Culture and context. In V. P. Glăveanu (Ed.), *Palgrave handbook of creativity and culture research* (pp. 15-360). New York: Palgrave

Karwowski, M. (2015). Development of the creative self-concept. *Creativity. Theories–Research-Applications*, 2(2), 165-179.

Kaufman, J. C. (2019). Self assessments of creativity: Not ideal, but better than you think. *Psychology of Aesthetics, Creativity, and the Arts*, 13, 187-192.

Paul, R., & Elder, L. (2019). *The nature and functions of critical & creative thinking*. Rowman & Littlefield.

Starko, A. J. (2021 or other editions). *Creativity in the classroom: Schools of curious delight*. Routledge.

Szmidt, K. J., & Majewska-Owczarek, A. (2020). Theoretical models of teaching creativity-critical review. *Creativity. Theories–Research-Applications*, 7(1), 54-72.

Uszyńska-Jarmoc, J., & Kunat, B. (2022). Image of Everyday Creativity. An Individual Case of a Person with Passion. *Creativity. Theories – Research - Applications*, 9, 94 - 118.

Zwolińska, A. (2020). Mapping Adolescents' Everyday Creativity, *Creativity. Theories – Research - Applications*, 7 (2020), 208-229; <https://doi.org/10.2478/etra-2020-0012>;

Project ZERO and SUMIT materials in <https://pz.harvard.edu/who-we-are>



## Course card

Course title	<b>Creativity in the classroom</b>		
Semester (winter/summer)	Winter/summer	ECTS	6
Lecturer(s)	Dr hab. Nataliia Demeshkant, Prof. UKEN in Krakow		
Department	Institute of Pedagogy		

### Course objectives (learning outcomes)

The main objective of the course is to develop creativity and personal resources of students which they can use in educational situations at school in different stages of education. Working out the set of creative exercises is also important during the course.

### Prerequisites

Knowledge	-
Skills	-
Courses completed	-

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15 h						

### Teaching methods:

Discussion, brainstorm, practical exercises, workshops

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
				X	X	X					X	

Assessment criteria	Active participation in the course – 40 %, prepare portfolio Creativity Program for my classroom – 60%
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Comments	15h of the course is dedicated for the own work of student
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Course content (topic list)

1. How to inspire creativity in the classroom;
2. Top ten tips to increase creativity in the classroom;
3. Exercises to Spark Original Thinking and Increase Creativity;
4. Classroom culture and connection with creativity;
5. Portfolios for Enhance Creative Thinking

Compulsory reading

1. **Beghetto, R. A. (2010). *Creativity in the classroom. The Cambridge handbook of creativity*, 447-463.;**
2. Beghetto, R. A., & Kaufman, J. C. (Eds.). (2010). *Nurturing creativity in the classroom*. Cambridge University Press..
3. Kettler, T., Lamb, K. N., Willerson, A., & Mullet, D. R. (2018). Teachers' perceptions of creativity in the classroom. *Creativity Research Journal*, 30(2), 164-171.
4. Cropley, A. J. (1997). *Fostering creativity in the classroom: General principles*. The creativity research handbook, 1(84.114), 1-46.

Recommended reading

1. Barbot, B., Besançon, M., & Lubart, T. (2011). Assessing creativity in the classroom. *The Open Education Journal*, 4(1).
2. Cropley, A. J. (1992). *More ways than one: Fostering creativity in the classroom*. Bloomsbury Publishing USA..

## Course card

Course title	<b>Diversity: identity, migration and education</b>		
Semester (winter/summer)	W/S	ECTS	6
Lecturer(s)	dr hab. prof. UKEN Łukasz Albański		
Department	Institute of Pedagogy		

### Course objectives (learning outcomes)

We explore key dimensions of the international migration and immigrant incorporation. We learn to connect diversity to social cohesion, social cognition and cultural diversity. We touch such issues as unauthorized immigration, human trafficking, minority representation and transracial adoption. We visit a primary school and take part in a multilingual workshop.

### Prerequisites

Knowledge	a basic knowledge of social sciences
Skills	a working knowledge of English
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

### Teaching methods:

- school workshop
- individual work
- discussion
- PowerPoint presentation
- didactic games

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
X					X		X				X	

Assessment criteria	Small group workshop – discussion (20%), individual work [sketchnoting] (50%), school workshop attendance (30%)
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Comments	
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#### Course content (topic list)

1.	The politics of multiculturalism – 2 hours
2.	Identity formation – 2 hours
3.	Ethnic diversity – 2 hours
4.	Education policies and minority representation – 2 hours
5.	School workshop – 6 hours
6.	Closing remarks – 1hours

#### Compulsory reading

K. Khoser, International Migration: A Very Short Introduction, Oxford: Oxford University Press, 2007.
A. Ratanssi, Multiculturalism: A Very Short Introduction, Oxford: Oxford University Press, 2011.
C. Winch, J. Gingell, Philosophy of Education. The Key Concepts, London: Routledge, 2008.

#### Recommended reading

Ł. Albański, M. Krywult-Albańska, Reinventing the Refugee Camp as the City: Theoretical Considerations about Unaccompanied Minors, Studia Migracyjne - Przegląd Polonijny. - 2021, Vol. 57, nr 3, p. 253-265

Ł. Albański, Shattered spaces of migrant childhood : Camps, borders and uncertain status, International Sociology. - 2020, Vol. 35, No. 5, p. 480-486

M. Kowalski, Ł. Albański, Borders, Inequalities and Global Generations: A Preliminary Study on the use of Ulrich Beck's Concepts in the Polish Context, The New Educational Review. - 2018, Vol. 52, p. 76-85

#### Course card

Course title	<b>E. J. Dalcroze's Pedagogic of Rhythm and Movement</b>		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Monika Semik, PhD		
Department	Institute of Pedagogy		

#### Course objectives (learning outcomes)

Principles of E. J. Dalcroze's Pedagogic of Rhythm and Movement  
 Presentation of examples of eurhythmics exercises  
 Mastering rhythmic and motor skills in the implementation of basic rhythmic and metrical phenomena in music,  
 Practical and independent implementation of dances and music and movement games

#### Prerequisites

Knowledge	Pedagogical and psychological knowledge in the field of pre-school and early school education
Skills	English language skills B2
Courses completed	Erasmus Agreement

Course organization							
Form of classes	Group type						
	W (Lecture)	A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours				15			

#### Teaching methods:

Lectures, multimedia presentations, discussion, group workshops

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
				x	x	x	x	x				

#### Assessment criteria

Active participation in classes – 50%  
 Individual project – 25%  
 Group project – 25%

#### Comments

Activities with academic teacher – 15h, working alone, preparing presentation and music activities, lecture – 15h

#### Course content (topic list)

1. Biography of Emil Jaques-Dalcroze
2. Principles of Dacroze's eurhythmics
3. Pedagogic of rhythm and movement
4. Practical application of Dacroze's System of music education
5. Music and movement games for children
6. Basics of dance technique (folk and national dances)
7. The basics of conducting the song

#### Compulsory reading

E. J. Dalcroze, *The Eurhythmics of Jaques-Dalcroze*  
 E. J. Dalcroze, *Rhythm, music and education*  
 P. Cerria, *Finding the flow: How Dalcroze Eurhythmics and new Approach to music education can improve the public schools*

#### Recommended reading

W. T. Anderson, *The Dalcroze approach to music education : theory and applications*  
 J. Pope, *Dalcroze Eurythmics: Interaction in Australia in the 1920s*  
 E. J. Dalcroze, *Eurhythmics for young children: six lessons of spring*

## Course card

Course title	<b>Education for Sustainable Development</b>		
Semester (winter/summer)	Winter/summer	ECTS	6
Lecturer(s)	Dr hab. Nataliia Demeshkant, Prof. UKEN in Krakow		
Department	Institute of Pedagogy		

## Course objectives (learning outcomes)

The main objective of the course is to acquiring knowledge related to education for sustainable development (ESD), sustainable development (SD) goals, and the historical background of the emergence of the SD issues related. Obtaining students' ability to interpret the concepts and values of sustainable development

## Prerequisites

Knowledge	-
Skills	-
Courses completed	-

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15 h						

## Teaching methods:

Lectures, discussion, brainstorm, practical exercises, workshops

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
				X	X	X					X	

Assessment criteria	Active participation in the course – 40 %, prepare portfolio Creativity Program for my classroom – 60%
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Comments	15h of the course is dedicated for the own work of student
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Course content (topic list)

6. Education for sustainable development – goals, assumptions, evolution.
7. Concepts and theoretical concepts of sustainable development.
8. Global Action Program on Education for Sustainable Development
9. Transformation of knowledge regarding sustainable development at various educational levels

Compulsory reading

5. Samuelsson, I. P., & Park, E. (2017). How to educate children for sustainable learning and for a sustainable world. *International Journal of Early Childhood*, 49, 273-285.
6. Rieckmann, M. (2018). Learning to transform the world: Key competencies in Education for Sustainable Development. *Issues and trends in education for sustainable development*, 39, 39-59.

Recommended reading

3. Hays, J., & Reinders, H. (2020). Sustainable learning and education: A curriculum for the future. *International Review of Education*, 66(1), 29-52.
4. Tilbury, D. (2007). Learning based change for sustainability: perspectives and pathways. *Social learning towards a sustainable world*, 117-132.



## Course card

Course title	<b>Interpersonal communication</b>		
Semester (winter/summer)	winter/summer semester	ECTS	6
Lecturer(s)	Karolina Czerwec, PhD		
Department	Institute of Pedagogy		

### Course objectives (learning outcomes)

General goal: development of communication skills  
 Specific objectives: acquiring knowledge regarding social competences and selected concepts of good communication; acquiring and developing good communication skills

### Prerequisites

Knowledge	-
Skills	-
Courses completed	-

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15						

### Teaching methods:

Individual/group project, student's presentation, discussion participation, didactic games

### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
				X	X	X	X				X	

Assessment criteria	Active participation in discussion, preparation of individual/group project and its presentation
Comments	

### Course content (topic list)

<p>Theoretical introduction: social competence</p> <p>The art of talking:</p> <ul style="list-style-type: none"> <li>- conditions for a good conversation</li> <li>- active listening techniques</li> <li>- communication barriers, aspect of multiculturalism in modern schools</li> <li>- ways of constructively praising and criticizing</li> <li>- "non violent communication"</li> <li>- styles of listening and transmitting messages</li> <li>- nonverbal communication</li> </ul>
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### Compulsory reading

<p>Atkinson J., McMahan D., 2018. A Pedagogical Guide to Teaching an Interpersonal Communication Course, <i>Journal of Communication Pedagogy</i>, Vol. 1(1) 3–8</p> <p><u>Abdul Majid M.</u>, 2017. The Importance of Teachers' Interpersonal Communication Skills in Enhancing the Quality of Teaching and Learning, <i>World Applied Sciences Journal</i> 35(6):924-929</p> <p>Xie F., Derakhshan A., 2021. A Conceptual Review of Positive Teacher Interpersonal Communication Behaviors in the Instructional Context, <i>Front Psychol.</i> 2021; 12: 708490.</p> <p>Ayagan Y., Zhekiyayeva B., Analbekova K., Mukhametzhanova A., Zhukonova G., 2023. Interpersonal communication as an acmeological problem in contemporary education. <i>Power and Education</i>, 0(0).</p> <p>Khartha A., Baa S., Korompot C., 2022. Teacher's interpersonal communication and its impacts on students' motivation in ELF learning, <i>Journal of Education, Language Teaching and Science</i> Volume 4 Issue 1</p> <p>Darabah I., Darawsheh S., Shaar Al, Almrahleh E., Al-Shaar A., Hammouri Q, Quraann E., Khasawneh M., Hamadin K., Khasawneh, M., 2023. Interpersonal Communication Model for Children with Special Needs, <i>Inf. Sci. Lett.</i> 12, No. 6, 2469-2474</p>
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### Recommended reading

Floyd, Kory. (2009). *Interpersonal Communication: The Whole Story*, New York: McGraw-Hill.

Mongeau, P., and M. Henningsen. "Stage theories of relationship development." *Engaging theories in interpersonal communication: Multiple perspectives* (2008): 363–375.

Robinson, Lawrence, Jeanne Segal, and Melinda Smith. "Effective Communication: Improving Communication Skills in Your Work and Personal Relationships." *Help Guide*. Mar. 2016. Web. 5 April 2016.

Tardanico, Susan. "Is Social Media Sabotaging Real Communication?" *Forbes: Leadership*, 30 April 2012. Web. 10 Mar. 2016

## Course card

Course title	<b>Principles of Montessori Education</b>		
Semester (winter/summer)	winter and summer	ECTS	6
Lecturer(s)	Aneta Wojnarowska, PhD		
Department	Institute of Pedagogy		

### Course objectives (learning outcomes)

Introduction to Montessori theory and system of education.  
 Presentation of some Montessori materials and activities/exercises.  
 Development of independent planning, preparing and conducting children's activities inspired by Montessori concept.  
 Inspiring students own development (knowledge and skills).

### Prerequisites

Knowledge	Bases of pedagogy, didactics and developmental psychology
Skills	English language skills B2
Courses completed	Erasmus+ Agreement

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours				15				

### Teaching methods:

Lectures, multimedia presentations, discussions, group workshops, work with Montessori materials

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks: Work with some Montessori materials	Field classes	Classes in schools	Didactic games	E – learning
			x		x	x	x	x				

Assessment criteria	Active participation in group workshops and discussions 50% Student's presentation or individual project 25% Group Project 25%
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Comments	Activities with academic teacher (eg. lectures, presentations, workshops) -15 h Working alone and/or with Erasmus students, literature reading - 15 h
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#### Course content (topic list)

1. Biography of Maria Montessori.
2. Introduction to Montessori Philosophy.
3. Prepared Environment - critical analysis.
4. Practical life exercises, sensorial activities; language, mathematics and cultural education – characteristics of the Montessori materials and propositions of some activities/exercises.
5. Child activity and teacher work in Montessori kindergarten (environment) – observation as a primary means to develop understanding of a child behavior in a variety of settings/situations.
6. Maria Montessori's pedagogy (method) as an inspiration for contemporary education.

#### Compulsory reading

M. Montessori, *The Montessori Method*.  
<http://arvindguptatoys.com/arvindgupta/montessori-new.pdf>  
M. Montessori, *Dr. Montessori's Own Handbook: A Short Guide to Her Ideas and Materials*.  
<https://www.gutenberg.org/files/29635/29635-h/29635-h.htm>  
[https://archive.org/details/montessorihandbook\\_pc\\_librivox](https://archive.org/details/montessorihandbook_pc_librivox)

#### Recommended reading

E. M. Standing, *Maria Montessori. Her life and work*.  
R. Kramer, *Maria Montessori: A Biography*.  
A. Stoll Lillard, *Montessori: The Science Behind the Genius*.  
**P. Epstein, *An Observer's Notebook***.  
M. Pitamic, *Teach Me to Do It Myself: Montessori Activities for You and Your Child*.  
P. Polk Lillard, L. Lillard Jessen, *Montessori from the start: The Child at Home, from Birth to Age Three*.  
D. Valente, *How to release the potential in your child: A practical manual of activities inspired by the Montessori method for the first three years*.

### Course card

Course title	<b>Creative writing in education</b>		
Semester (winter/summer)	Winter / Summer semester	ECTS	6
Lecturer(s)	Dr Marta Krupska		
Department	Institute of Pedagogy		

### Course objectives (learning outcomes)

The main purpose of class is to take the closer look at pedagogical and therapeutical values of different form of educational activities with the use of creative writing methods. The centre of attention will be focused on some important aspects of personal narrative writing, autobiographical writing as a pedagogy of memory, expressive writing as a valuable pedagogical tool in the work with youth at risk, community writing as a valuable pedagogical, social and therapeutical instrument in the process of building of deep connection in the community and discovering the meaning of togetherness. The course is intended to support a person working with people with disabilities and with the experience of suffering and various forms of social stigmatization.

### Prerequisites

Knowledge	
Skills	
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	x		x			x		

### Teaching methods:

Individual project, student's presentation, discussion participation, writing exercises, diary.

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
				x	X		x					

Assessment criteria	Active participation in discussion, preparation of individual project and its presentation,
Comments	

Course content (topic list)

1. Creative writing and educational values (2h)
2. Therapeutic writing: psychological foundations of the concept. (2h)
3. Life writing, autobiographical writing and pedagogy of memory (3h)
4. Personal writing as a pedagogical and therapeutic tool of self – development( 3h)
5. Expressive writing in the process of working on experiences of disability and suffering (3 h)
6. Community writing as a journey to The Writing Community (2h)

Compulsory reading

1. R. Gold, **Writing with At-Risk Youth: The Pongo Teen Writing Method**, R&L Education 2014
2. D. McEachern, *On the Phenomenology of Writing*, „[Phenomenology + Pedagogy](#)”, [Vol:2](#) [No.3](#) (1984), s. 276.
3. B. Healey, M. Merga, *A phenomenological perspective of children's writing*, „Australian Journal of Language and Literacy, 40 (3)/2017
4. A. Kirova, M. Emme, *Using Photography as a Means of Phenomenological Seeing: “Doing Phenomenology” with Immigrant Children*, Indo-Pacific Journal of Phenomenology, Volume 6 / 2006.
5. *Scriptum. Creative Writing Research Journal*. Volume 1, Issue 1, Fall 2014
6. C. Bennelli, *Autobiography in France and Italy Pedagogical-cultural models*, Edizioni Unicopoli, Milano 2014.
7. Hunt C. (2004) . in: Sampson, Fiona (ed.) *Creative Writing in Health and Social Care*. Jessica Kingsley Publishers, London, pp. 154-169.
8. Hunt C, Sampson, F. (2006), *Writing self and Reflexivity*, Palgrave Macmillan.
9. Bolton, G. (2001), *Reflective Practice Writing and Professional Development*, London: Sage Publications
10. Bolton, G. (1999), *The Therapeutic Potential of Creative Writing: Writing Myself*, London: Jessica Kingsley Publishers

### Recommended reading

1. A. Schmitt, *The Phenomenology of Autobiography: Making It Real*, Routledge, New York – London 2017.
2. P. Howard, Howard, P, *In Search of a living literacy: Language, literature and ecological sensibility*. Unpublished doctoral dissertation, University of Alberta 2006.
3. Doug Foulk & Emily Hoover, *Incorporating Expressive Writing into the Classroom*, Technical Report Series, No. 16, 1996.
4. Stephanie Vanderslice, Rebecca Manery, *Can creative writings really be taught?*, Bloomsbery Publishing 2017.

## Course card

Course title	<b>E. J. Dalcroze's Pedagogic of Rhythm and Movement</b>		
Semester (winter/summer)	winter	ECTS	6
Lecturer(s)	Monika Semik, PhD		
Department	Institute of Pedagogy		

### Course objectives (learning outcomes)

Principles of E. J. Dalcroze's Pedagogic of Rhythm and Movement  
 Presentation of examples of eurhythmics exercises  
 Mastering rhythmic and motor skills in the implementation of basic rhythmic and metrical phenomena in music,  
 Practical and independent implementation of dances and music and movement games

### Prerequisites

Knowledge	Pedagogical and psychological knowledge in the field of pre-school and early school education
Skills	English language skills B2
Courses completed	Erasmus Agreement

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours				15			

### Teaching methods:

Lectures, multimedia presentations, discussion, group workshops



#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
				x	x	x	x	x				

#### Assessment criteria

Active participation in classes – 50%  
 Individual project – 25%  
 Group project – 25%

#### Comments

Activities with academic teacher – 15h, working alone, preparing presentation and music activities, lecture – 15h

#### Course content (topic list)

1. Biography of Emil Jaques-Dalcroze
2. Principles of Dacroze's eurhythmics
3. Pedagogic of rhythm and movement
4. Practical application of Dacroze's System of music education
5. Music and movement games for children
6. Basics of dance technique (folk and national dances)
7. The basics of conducting the song

#### Compulsory reading

E. J. Dalcroze, *The Eurhythmics of Jaques-Dalcroze*  
 E. J. Dalcroze, *Rhythm, music and education*  
 P. Cerria, *Finding the flow: How Dalcroze Eurhythmics and new Approach to music education can improve the public schools*

#### Recommended reading

W. T. Anderson, *The Dalcroze approach to music education : theory and applications*  
 J. Pope, *Dalcroze Eurythmics: Interaction in Australia in the 1920s*  
 E. J. Dalcroze, *Eurhythmics for young children: six lessons of spring*

## Course card

Course title	<b>Music and children</b>		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Joanna Szczyrba-Poroszewska, PhD		
Department	Institute of Pedagogy		

## Course objectives (learning outcomes)

1. Gaining knowledge about the determinants of a child's music education;
2. Recognition of the stages of musical development of a child;
3. Learning of selected methods of the child's music education;
4. Cognition of selected examples of music literature;
5. The acquisition of elementary skills in organizing musical activities.

## Prerequisites

Knowledge	-
Skills	Creativity and openness;
Courses completed	-

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours				15				

## Teaching methods:

- problematic,
- exposing,
- practical action,
- lecture.

#### Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Students presentation	Written assignment (essay)	Oral exam	Written exam	Other
1		X											
2		X						X					
3		X							X				
4		X							X				
5		X							X				

Assessment criteria	<ul style="list-style-type: none"> <li>- attendance and involvement in classes,</li> <li>- presentation entitled <i>Music education of children in my country</i>.</li> </ul>
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Comments	
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#### Course content (topic list)

1. Social-media contexts of a child's musical environment (1);
2. *Music in early childhood development (1);*
3. **Selected methods in music education (3);**
4. **Listening to music and creating music. Active perception of musical works and emotion (3);**
5. Selected musical activities in working with children (4);
6. Determinants of music education in selected countries (3).

#### Compulsory reading

- Natalie Sarrazin, Music and the Child, College at Brockport, 2016. <https://courses.lumenlearning.com/suny-music-and-the-child/>
- Joanna Szczyrba: *Social-media contexts of a child's musical environment*, w: *The educational and social world of a child discourses of communication, subjectivity and cyborgization* / ed by Hanna Krauze-Sikorska and Michał Klichowski: Poznań : Wydawnictwo Naukowe Uniwersytetu im. Adama Mickiewicza, 2015, s. 521-533.
- Joanna Szczyrba. *Active perception of musical works and a child's emotional development*, w: *Visnik Institutu rozvitku ditini (dodatok) : metodični ta praktični material*. Vip. 4 / [red. I. I. Zagarnic'ka, I. G. Gubelabze, I. O. LucenkoKiiv : [Vidavniectvo Nacional'nogo Pedagogičnogo Universitetu imeni M. P. Dragomanova], 2013, s. 494 – 497.

#### Recommended reading

- Burowska S., Współczesne systemy wychowania muzycznego, Warszawa 1976.
- Burowska Z., Słuchanie i tworzenie muzyki w szkole, Warszawa 1980.
- Dyląg J., Muzyka w edukacji wczesnoszkolnej [w:] Projektowanie i modelowanie edukacji zintegrowanej pod red. I Adamek, Kraków 2002.
- Lipska E., Przychodzińska M., Muzyka w nauczaniu początkowym. Metodyka, Warszawa 1991.
- Muchenberg B., *Pogadanki o muzyce*, Kraków 1988-89.
- Ławrowska R., *Rytm, muzyka, taniec w edukacji*. Kraków, 2005.
- Sacher W., Słuchanie muzyki i aktywność artystyczna dzieci, Kraków 1999.
- Sacher W., Pedagogika muzyki. Teoretyczne podstawy powszechnego kształcenia muzycznego, Kraków 2012.
- Wójcik D., *Nauka o muzyce*. Wiadomości wstępne, instrumenty, formy i polska muzyka ludowa, Kraków 2001.
- Bałuszyńska M., Stępień-Huptyś R., Wilk A. *Wybór i systematyzacja repertuaru wokalnego* Kraków 2001.
- Brzozowska-Kuczkiewicz M., *Dalcroze i jego rytmika*, Warszawa 1991.
- Burowska Z., Głowacka E., *Psychodydaktyka muzyczna. Zarys problematyki*, Kraków 2006.
- Burowska Z., La ti do. Ćwiczenia muzyczne w klasach 4-8, Warszawa 1993.
- Burowska Z., So mi la. Ćwiczenia muzyczne w klasach I-III. Książka pomocnicza dla nauczyciela, Warszawa 1992.
- Czerniawska E. (red.), *Muzyka i my. O różnych przejawach wpływu muzyki na człowieka*, Warszawa 2012.
- Ławrowska R., *Rytm, muzyka, taniec w edukacji*. Kraków 2005.
- Podolska B., *Muzyka w przedszkolu*. Kraków 2005.
- Podolska B. *Łatwe piosenki dla dzieci*, Impuls Kraków 2008
- Renat M., *Muzyka orkiestrowa dla dzieci*, Częstochowa 2009.
- Smoczyńska-Nachtman U. *Kalendarz muzyczny w przedszkolu*, WSiP 2012.
- Smoczyńska-Nachtman U. *Rozśpiewane przedszkole*, Warszawa 1982
- Smoczyńska-Nachtman U., *Muzyka dla dzieci. Umuzycznienie według koncepcji C. Orffa*, WSiP, Warszawa 1992
- Tomkowska J., Tańczące dźwięki – DVD i książeczka
- Wójcik D., *ABC Form muzycznych. Analizy*, Kraków 2003.
- Wybór podręczników i przewodników do edukacji muzycznej
- Wybrane hasła w: przewodnikach baletowych, koncertowych, operowych, encyklopedii muzycznej PWM
- Wychowanie Muzyczne w Szkole

## Course card

Course title	<b>Women's penitentiary isolation in the context of the situation and support measures for their pre-school and school-age children</b>		
Semester (winter/summer)	summer/winter	ECTS	6
Lecturer(s)	dr hab. Barbara Nowak, prof. UKEN		
Department			

### Course objectives (learning outcomes)

The aim of the course is to familiarise students with the isolation of women mothers and the situation of their pre-school and school-age children.

To pay special attention to the possibilities of helping children during the isolation sentence of their mothers.

To acquire knowledge of penitentiary pedagogy in the area of women's imprisonment, the realisation of rehabilitation goals in relation to women, penitentiary and post-penitentiary assistance in relation to women and their families.

In terms of knowledge, the graduate knows and understands:

W01 Legal and practical foundations of penitentiary science

W02 Isolation sentence as a preventive measure

W03 The role of social work with the family during a mother's imprisonment.

W04 Methods and forms of penitentiary and post-penitentiary assistance to women.

W05 The roles of vocational activation in preparing mothers for a life of freedom.

In terms of skills, the student is able to:

U01 Is able to develop and implement a rehabilitation programme for women in prison.

U02 Has the ability to work with the prison service, social welfare and the job centre on penitentiary and post-penitentiary assistance.

U03 Be able to recognise the individual needs of women in prison isolation.

U04 Demonstrates the ability to prepare a diagnostic sheet used in the initial and final diagnosis, 6 months before the woman leaves prison.

In terms of social competence, graduates are prepared to:

K01 Understands the difficult life situations of women prisoners and their families.

K02 Able to make independent decisions on support activities for women prisoners and their families

K03 Actively participates in meetings of interdisciplinary teams.

K04 She participates together with the psychologist in family visits, supporting them with appropriate activities in accordance with the rehabilitation programmes in which the female inmate participates.

### Prerequisites

Knowledge	The student has a general knowledge of the prison system in the European Union, can explain the concept of penitentiary isolation and its general principles, has an orientation to rehabilitation programmes for women prisoners and their families. Have a basic knowledge of the factors influencing the commission of crime by women in EU countries
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Skills	Students are able to prepare and carry out a rehabilitation programme for women. Have the ability to prepare materials for the initial and final diagnosis during the period of women's isolation sentence. They are able to establish cooperation with the families of women prisoners in the area of rebuilding relationships. Demonstrate the ability to implement the basic requirements of post-penitentiary assistance through social welfare institutions and NGOs.
Courses completed	<p>Is able to carry out projects in the field of penitentiary and post-penitentiary assistance,</p> <p>-can implement projects for the provision of post-penitentiary assistance to the families of convicted women, especially children, has knowledge of night shelters, 24-hour centres for homeless women mothers leaving penitentiary units after serving their sentence, has knowledge of the functioning of prison schools and the provision of information to women prisoners in this regard,</p> <p>knows and undertakes contacts with the Ministry of Justice and the General Administration of the Prison Service in order to obtain funds for the organisation of penitentiary and post-penitentiary activities with women in the area of family relations.</p>

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours		4	2			3	1	

Teaching methods:

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Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Students presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
		+				+	+		+	+		

Assessment criteria	70% attendance, active participation in individual and group projects, participation in fieldwork (in prisons), demonstrating knowledge of three selected items from the bibliography.
Comments	in justified cases, for example illness, any absence shall be excused

#### Course content (topic list)

1. Penitentiary pedagogy, basic assumptions in the social policy of Union countries European Union.
2. Penitentiary arrangements in European Union countries.
3. Rehabilitation programmes to prepare for a life of freedom-(field classes in a prison)
4. Seclusion as a preventive measure
5. Determinants of the commission of crime by women.
6. Female mother in penitentiary isolation-methods of rehabilitation and social work.(field classes in a prison)
7. Social work with the family during the isolation of the mother-woman.
8. Social and welfare difficulties of children of mothers serving prison sentences.
9. School failure of children during maternal incarceration.
10. Assumptions of post-penitentiary assistance for women in Poland and other European Union countries.z

#### Compulsory reading

Multidimensionality of support in post-penitentiary assistance, Scientific editing by Barbara Nowak, Publishing address: Kraków : Chair of Post-Penitentiary Aid and Professional Activation at the Pedagogical University named after the Commission of National Education in Kraków, 2020.

Study on the Assessment of the Home Environments of Children with Behavioural Problems in Bratislava, Slovak / Victor Otieno Okech, Monika Mačkinová, Pavol Kopinec, B.Nowak

[in:] Socialni Prace. - 2022, nr 2, s. 67-81.

Nowak B., Educational and educational influences on women prisoners in the field of mother-child relations, Publishing address: Warsaw : Oficyna Naukowa, 2022.

Nowak B., Cultural education among inmates in the context of social readaptation [in] "Adult continuing education" 2021, no. 2, pp. 63-78.

Nowak B., Upbringing and educational activities as a form of support for male and female arrestees in the Kraków voivodeship during the Second Polish Republic and their validity in contemporary social readaptation, „Polish Pedagogical Thought “ [in:] 2020, T. 6, no. 6, pp. 229-250.

Nowak. B., Local policy in the implementation of post-penitentiary aid demands [in:] Annales Universitatis Paedagogicae Cracoviensis. Studia Politologica. - 2020, Z. 25, pp. 133-146.

Stanek K., Wieczorek G., Prisoner - subject of re-socialisation, readaptation and social interventions in the view of future social service employees on the example of own research, [in:]

“ Probation” 2024, no. 1, pp. 119-137.

#### Recommended reading:

Kaznowski M., Wieczorek G., Title: Non-governmental organisations providing post-penitentiary assistance in Poland / Martha Kaznowski, Gertruda Wieczorek

Source: In: Categories (un)present in re-socialisation, penitentiary and post-penitentiary education / academic editor Bożena Majerek, Agnieszka Domagała-Kręcioch, Magdalena Lubińska-Bogacka

Publishing address: Kraków : Wydawnictwo Scriptum, 2022

Nowak B., Szymczyk M., Preparation for life outside prison walls through cultural and educational activities in penitentiary units and in free conditions / Barbara Nowak, Marcin Szymczyk  
Publishing address: Kraków : Chair of Postpenitentiary Aid and Education for Work at the Pedagogical University, 2019.

Nowak B., Pre-school child in the face of imprisonment of one of the parents / Nowak B., Rescue, care and assistance in the context of life problems of socially excluded persons / scientific editor Barbara Nowak, Monika Mačkinova, Krakow : Department of Post-Penitentiary Aid and Work Education of the Pedagogical University, 2018.