



Institute of Preschool and Early School Education

Winter semester:

Technology in early childhood education	20 ECTS
E. J. Dalcroze's Pedagogic of Rhythm and Movement	
Music and children	
Principles of Montessori Education	

Summer semester:

Technology in early childhood education	20 ECTS
E. J. Dalcroze's Pedagogic of Rhythm and Movement	
Music and children	
Principles of Montessori Education	



Course card

Course title	E. J. Dalcroze's Pedagogic of Rhythm and Movement		
Semester (winter/summer)	winter and summer	ECTS	5
Lecturer(s)	Monika Semik, PhD		
Department	Institute of Pre-School and Early School Education		

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 B1/2
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:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					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	Music and children		
Semester (winter/summer)	winter and summer	ECTS	5
Lecturer(s)	J. Szczyrba-Poroszewska, PhD		
Department	Institute of Pre-School and Early School Education		

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	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
1		X											
2								X					
3		X				X							
4		X				X							
5						X							

Assessment criteria	- attendance and involvement in classes; - presentation entitled <i>Music education of children in my country</i> .
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Comments	-
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Course content (topic list)

<p>1. Social-media contexts of a child's musical environment (3); 2. <i>Music in early childhood development</i> (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 (2); 6. Determinants of music education in selected countries (3).</p>

Compulsory reading

<p>Natalie Sarrazin, <i>Music and the Child</i>, College at Brockport, 2016. https://courses.lumenlearning.com/suny-music-and-the-child/</p> <p>Joanna Szczyrba: <i>Social-media contexts of a child's musical environment</i>, w: <i>The educational and social world of a child discourses of communication, subjectivity and cyborgization</i> / ed by Hanna Krauze-Sikorska and Michał Klichowski: Poznań : Wydawnictwo Naukowe Uniwersytetu im. Adama Mickiewicza, 2015, s. 521-533.</p> <p>Joanna Szczyrba. <i>Active perception of musical works and a child's emotional development</i>, w: <i>Visnik Institutu rozvitku ditini (dodatok) : metodični ta praktični materiali</i>. Vip. 4 / [red. I. I. Zagarnic'ka, I. G. Gubelabze, I. O. LucenkoKiïv : [Vidavnictvo Nacional'nogo Pedagogičnogo Universitetu imeni M. P. Dragomanova], 2013, s. 494 – 497.</p>
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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. Umuzykalnienie 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	Principles of Montessori Education		
Semester (winter/summer)	winter and summer	ECTS	5
Lecturer(s)	Aneta Wojnarowska, PhD		
Department	Institute of Pre-School and Early School Education		

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 B1/2
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.



Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks: <u>Work with some Montessori materials</u>	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
					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 - 15 h
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Course content (topic list)

<ol style="list-style-type: none"> 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

<p>M. Montessori, <i>The Montessori Method</i>. http://arvindguptatoys.com/arvindgupta/montessori-new.pdf</p> <p>M. Montessori, <i>Dr. Montessori's Own Handbook: A Short Guide to Her Ideas and Materials</i>. https://www.gutenberg.org/files/29635/29635-h/29635-h.htm</p>

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*.



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IM. KOMISJI EDUKACJI
NARODOWEJ W KRAKOWIE



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	Technology in early childhood education		
Semester (winter/summer)	winter and summer	ECTS	5
Lecturer(s)	Katarzyna Myśliwiec, Msc		
Department	Institute of Pre-School and Early School Education		

Course objectives (learning outcomes)

This course is intended to give the students theoretical and practical knowledge in the field of use of modern technologies in early childhood education. During the course, students will learn about the most important issues related to the programming for kids. They will be able to prepare lesson plans incorporating basic models for teaching with modern technologies.

Prerequisites

Knowledge	No required
Skills	English language skills B1/2
Courses completed	No 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			

Teaching methods:

interactive workshops consisting of a lecture complemented by group work



Assessment methods:

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

Assessment criteria	Activity in the classroom: group work, activities – 50 % Discussion - 10% Project 40%
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. New ways of interaction between the teacher and the students. 2. Offline and online coding. 3. Fundamentals of computer science with drag & drop blocks. Creating drawings and games. 4. Designing computer lesson plans.

Compulsory reading

<p>Sergio van Pul, Jessica Chiang <i>Scratch 2.0 game development hotshoot : 10 engaging projects that will teach you how to build exciting games with the easy-to-use Scratch 2.0 environment</i></p> <p>Sampson Lee Blair <i>Technology and youth: growing up in a digital world</i></p> <p>https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_technology.pdf</p>

Recommended reading