Institute of Pedagogy

Winter semester:

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

Summer semester:

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

The History of Child and Childhood	
Creative writing in eduacation	20
Creativity in the classroom	
Interpersonal communication	

Course card

Course title	**E. J. Dalcroze's Pedagogic of Rhytm and Movement**		
Semester (winter/summer)	winter and summer	ECTS	5
Lecturer(s)	Monika Semik, PhD		
Department	Institute of Pedagogy		

Course objectives (learning outcomes)

Principles of E. J. Dalcroze's Pedagogic od 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						
			Group type			
Form of classes	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:

	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 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	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 *Music education of children in my country.*

Comments	-

Course content (topic list)

1. Social-media contexts of a child's musical environment (3);
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 (2);
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 materiali*. 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.

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 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 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: Work with some Montessori materials	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%

Comments	Activities with academic teacher (eg. lectures, presentations, workshops) -15 h Working alone and/or with Erasmus students - 15 h

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

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	**Technology in early childhood education**

Semester (winter/summer)	winter and summer	ECTS	5

Lecturer(s)	Katarzyna Myśliwiec, Msc	

Department	Institute of Pedagogy	

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%

Comments	

Course content (topic list)

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

Sergio van Pul, Jessica Chiang *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* Sampson Lee Blair *Technology and youth: growing up in a digital world* https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_technology.pdf

Recommended reading

<div align="center">Course card</div>

Course title	**The History of Child and Childhood**

Semester (winter/summer)	Winter/ Summer	ECTS	5

Lecturer(s)	dr hab. Katarzyna Dormus, prof. UKEN	

Department	Institute of Pedagogy	

Course objectives (learning outcomes)

The objective of the course is to illustrate the changing approach to children and childhood in a historical perspective, from ancient times to the present

Prerequisites

Knowledge	basic knowledge of European history
Skills	Not required
Courses completed	Not required

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

Teaching methods:

Lecture, individual work, discussion, group project (presentation).

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	Class participation (50%) and a positive evaluation of the group/ individual project (50%).

Comments	

Course content (topic list)

1. Definition of child and childhood – 2 h
2. The position of a child within a family - from ancient times to the present– 4 h
3. Home education in the past and today – 2 h
4. School as an educational environment in a historical perspective – 2 h
5. Toys, games and play – 3 h
6. Abandoned and disabled children – 2 h

Compulsory reading

C. Heywood, A History of Childhood: Children and Childhood in the West from Medieval to the Modern Times, Cambridge 2001.

Ph. Aries, Centuries of Childhood: A Social History of Family Life, NY 1962

Recommended reading

 A Cultural History of Childhood and Family, volumes 1-6, ed. E. Foyster, J. Marten, Bloomsbury Publishing

Course card

Course title	**Creative writing in eduacation**	

Semester (winter/summer)	Winter, summer	ECTS	5

Lecturer(s)	Mgr Marta Krupska	

Department	Institute of Pedagogy	

Course objectives (learning outcomes)

The main purpose of class is to take the closer look at pedagogical values of diffrent 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 instrument in the process of building of deep connection in the community and discovering the meaning of togetherness.

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			15	

Teaching methods:

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

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	Active participation in dicussion, preparation of individual project and its presentation,

Comments	

Course content (topic list)

1. Creative writing and educational values (2h)
2. Life writing, autobiographical writing and pedagogy of memory (3h)
3. Personal writing as a pedagogical tool of self – development((3h)
4. Expressive writing and pedagogical question about youth at risk (3 h)
5. Graphic writing. Photonovela and research *with* children (2h)
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. Bennelii, Autobiography in France and Italy Pedagogical-cultural models, Edizioni Unicopoli, Milano 2014.

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 thaught?, Bloomsbery Publishing 2017.

Course card

Course title	**Creativity in the classroom**	

Semester (winter/summer)	summer	ECTS	5

Lecturer(s)	dr hab. Nataliia Demeshkant, prof. UKEN	

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:

	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			

Assessment criteria	Active participation in the course – 40 %, written essay entitled "Relationships between a teacher and pupils in the creative classroom" – 60%

Comments	15h of the course is dedicated for the own work of student

Course content (topic list)

1. A figure of teacher, a figure of pupil in a creative classroom. Their resources, abilities, characteristic traits and skills;
2. Teaching styles in a creative classroom;
3. Creative methods of building a group;
4. Using creativity in communication;
5. Creative problem solving and implementation of new solutions;
6. Upcycling – creative reuse of waste material in educational situations
7. Humor and psychical distance in facilitating creativity

Compulsory reading

1. **Suświłło M., Grabowski A. (2015)** *Creative expression and the 21st century education*, **Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego;**
2. Osewska E. (ed.) (2014) *Education and creativity*, Warszawa: Wydawnictwo Uniwersytetu Kardynała Stefana Wyszyńskiego.
3. Cropley A.J. (2005) *Creativity and problem-solving: Implications for classroom assessment*, Leicester: British Psychological Society.
4. Robinson K. (2010) *Out of Our Minds: Learning to Be Creative*, Wiley & Sons; Polish edition: *Oblicza Umysłu. Ucząc się kreatywności*, 2010, Wydawnictwo Element.

Recommended reading

1. Szczepaniak – Kozak A., Lankiewicz H. A. (2013) *The creative potential of the word : from fiction to education*, Piła: Państwowa Wyższa Szkoła Zawodowa im. Stanisława Staszica.
2. Treffinger, D. J. (1995). *Creative Problem Solving: Overview and educational implications*. Educational Psychology Review. 7. 301-312.

Course card

Course title	**Interpersonal communication**

Semester (winter/summer)	Winter, summer	ECTS	5

Lecturer(s)	dr Karolina Czerwiec	

Department	Institute Pedagogy	

Course objectives (learning outcomes)

• student's acquisition of knowledge in the field of social competences, interpersonal relations, interpersonal communication, democratic values - their proper course and possible disorders
• development of social competences, including the ability to deal with difficult situations, such as conflict

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				15	

Teaching methods:

discussion, educational games, educational drama, project

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				X

Assessment criteria	Active participation in the course, individual and groups projects

Comments	-

Course content (topic list)

1. Social competences and democratic values.
2. Training of social skills (goals, techniques, tools).
3. Conditions for a good conversation.
4. Tools and techniques useful in developing social skills.
5. Group communication.
6. Barriers to Communication.
7. Cultural Aspects of Communication.

Compulsory reading

Hanh, T.N., 2014. The Art of Communicating, HarperOne.
Biesenbach, R., 2018. Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results, Eastlawn Media.
Headlee, C., 2017. We Need to Talk: How to Have Conversations That Matter,
Turkle, S., 2015. Reclaiming Conversation: The Power of Talk in a Digital Age, Penguin Press.
Castells, M., Communication power, Oxford: Oxford University Press, 2009.
Schulz, P.J. (ed.), Communication theory. Vol. 1, General approaches to communication and the processing of communication on the intra-individual level, Los Angeles: Sage, 2010.

Recommended reading

Eijkelenboom, G., 2020. People Skills for Analytical Thinkers. Boost Your Communication and Advance Your Career - and Life, MindSpeaking.
DeVito, J., 2016. Essentials of Human Communication, Pearson.
Floyd, K., 2016. Interpersonal Communications, McGraw Hill.
Horodecka, A., Sociology of Communication, Warszawa: Warsaw School of Economics, 2015.
Schultze, Q., Badzinski D., 2015. An Essential Guide to Interpersonal Communication: Building Great Relationships with Faith, Skill, and Virtue in the Age of Social Media, Baker Academic.