

Institute of Special Needs Education

Winter semester:

Module I

Comparative education	30 ECTS
Interpersonal communication	
The Art of communication	
Personal development	
Creative writing in education	

summer semester:

Module I

	30 ECTS

Course card

Course title	Comparative Education		
Semester (winter/summer)	Winter/ Summer	ECTS	6
Lecturer(s)	Anna Włoch, Ph D.		
Department	Faculty of Pedagogy and Psychology (Institute of Special Needs Education)		

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:

	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%).
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Comments	Student receives 5 ECTS, optionally – 6 ECTS for an individual work (presentation)
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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

Key Data on Education in Europe 2012, Eurydice Eurostat, Brussels 2012, <https://eurydice.eacea.ec.europa.eu/publications/key-data-education-europe-2012>

Higher education. Structural indicators for monitoring education and training systems in Europe – 2023, Eurydice, Luxembourg 2023, https://www.frse.org.pl/brepo/panel_repo_files/2023/12/20/ipmj3e/7-he.pdf

Early childhood education and care. Structural indicators for monitoring education and training systems in Europe – 2023, Eurydice, Luxembourg 2023, https://www.frse.org.pl/brepo/panel_repo_files/2023/12/11/x1ylqu/1-ecec-2.pdf

The structure of the European education systems 2023/2024: schematic diagrams, Eurydice, Luxembourg 2023, https://www.frse.org.pl/brepo/panel_repo_files/2023/10/02/kp7zi9/the-structure-of-the-european-education-systems-20.pdf

Key data on teaching languages at school in Europe – 2023 edition, Eurydice, Luxembourg 2023, https://www.frse.org.pl/brepo/panel_repo_files/2023/03/30/dbabi2/key-data-on-languages-2023-en.pdf



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	Creative writing in education		
Semester (winter/summer)	Winter / Summer	ECTS	6
Lecturer(s)	Dr Marta Krupska		
Department	Institute of Social Needs Pedagogy		

Course objectives (learning outcomes)

The main purpose of class is to take the closer look at pedagogical 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 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	x		x			x	

Teaching methods:

Individual 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					

Assessment criteria	Active participation in discussion, preparation of individual project and its presentation,
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 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 <i>with</i> children (2h) 6. Community writing as a journey to The Writing Community (2h)

Compulsory reading

<ol style="list-style-type: none"> 1. R. Gold, <i>Writing with At-Risk Youth: The Pongo Teen Writing Method</i>, R&L Education 2014 2. D. McEachern, <i>On the Phenomenology of Writing</i>, „<i>Phenomenology + Pedagogy</i>”, Vol:2 No.3 (1984), s. 276. 3. B. Healey, M. Merga, <i>A phenomenological perspective of children's writing</i>, „<i>Australian Journal of Language and Literacy</i>, 40 (3)/2017 4. A. Kirova, M. Emme, <i>Using Photography as a Means of Phenomenological Seeing: “Doing Phenomenology” with Immigrant Children</i>, <i>Indo-Pacific Journal of Phenomenology</i>, Volume 6 / 2006. 5. <i>Scriptum. Creative Writing Research Journal</i>. Volume 1, Issue 1, Fall 2014 6. C. Bennelli, <i>Autobiography in France and Italy Pedagogical-cultural models</i>, Edizioni Unicopoli, Milano 2014. 7. Hunt C. (2004) . in: Sampson, Fiona (ed.) <i>Creative Writing in Health and Social Care</i>. Jessica Kingsley Publishers, London, pp. 154-169. 8. Hunt C, Sampson, F. (2006), <i>Writing self and Reflexivity</i>, Palgrave Macmillan. 9. Bolton, G. (2001), <i>Reflective Practice Writing and Professional Development</i>, London: Sage Publications 10. Bolton, G. (1999), <i>The Therapeutic Potential of Creative Writing: Writing Myself</i>, London: Jessica Kingsley Publishers
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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	Personal development Project		
Semester (winter/summer)	Winter/Summer	ECTS	6
Lecturer(s)	Dr Marta Krupska		
Department	Institute od Special Needs Pedagogy		

Course objectives (learning outcomes)

The course is focused on the importance of self – image nad self concept in motivation for development as they strengthen self – esteem and translate into attitudes and inner containment. The course will be adressing issue combining diffrent aspects of emotional, interpersonal, moral and social development of the teacher.

The key issue will be how to suport ourselves and others in personal development as a person and as a teacher. We will discuss support in diffrent modes, expressions and actions and in the core of the public welfare. Reflection and experience gained during the coourse invites us to bring themselves into the encounters as autentic persons as a way of being open to the other and to what the situations call for.

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, 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	

Assessment criteria	Active participation in discussion, preparation of individual project and its presentation,
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1. How to deal with change in life? Social change and modern teacher – discussion (2h). 2. How to take care about our emotional and/ or moral development? – theory and discussion (3h). 3. How to work on healthy self esteem? – workshops (2h) 4. How to better know yourself? – workshops (3h) 5. How to build better relationships with other people – workshops (2h). 6. Personal and social support – support as a moral phenomena. Is it the basis of social development? – debate (2h) 7. Leadership and trust – what it means to be a leader in the area of care and education. (1h)

Compulsory reading

<p>Lukasik J.M, <i>The value of work in the perspective of prospective and active teachers</i>, „Labor et education”10 / 2022.</p> <p>Lukasik J.M, <i>The importance of teachers' professional practice and personal development in terms of career stages</i>, „Przegląd Pedagogiczny” 2 /2019.</p> <p>Martinez Franco D., <i>Identifying skills profiles addressed to the personal development of teachers</i>, Cultura, educación, sociedad (Barranquilla), (2) 2016, p.38-53.</p> <p><i>Characteristics and conditions for innovative teachers : international perspectives</i>, edited by Kay Livingston, Carol O'Sullivan, and Karl Attard. Milton Park, Abingdon, Routledge: 2024.</p> <p>Van Manen M, <i>Pedagogical Tact</i>, Routledge 2015.</p>
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Recommended reading

Herman J.R, *Teacher's And Students Personal Development Needs - Theoretical Perspectives*, The European Proceedings of Social and Behavioural Sciences, 2018.

Colomeischi A., Promoting mental health at school: implications for teacher's personal development, Psychological Applications and Trends, in Science Press: 2022.

Adela Zahonero Robira ; Mario Martín Bris, *Integral training of the teacher: toward development of personal competences and values in teacher*, Tendencias pedagógicas, (20) / 2015.