

## Institute of Pedagogy

### Winter semester:

<a href="#">Education for Sustainable Development</a>	30 ECTS
<a href="#">Diversity: identity, migration and education</a>	
<a href="#">Technology in early childhood education</a>	
<a href="#">Music and children</a>	
<a href="#">Principles of Montessori Education</a>	

### Summer semester:

<a href="#">Diversity: identity, migration and education</a>	30 ECTS
<a href="#">Creativity in the classroom</a>	
<a href="#">Technology in early childhood education</a>	
<a href="#">E. J. Dalcroze's Pedagogic of Rhythm and Movement</a>	
<a href="#">Principles of Montessori Education</a>	

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 – 1 hours

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>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 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, work with Montessori materials

#### Assessment methods:

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

<ol style="list-style-type: none"> <li>1. Biography of Maria Montessori.</li> <li>2. Introduction to Montessori Philosophy.</li> <li>3. Prepared Environment - critical analysis.</li> <li>4. Practical life exercises, sensorial activities; language, mathematics and cultural education – characteristics of the Montessori materials and propositions of some activities/exercises.</li> <li>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.</li> <li>6. Maria Montessori's pedagogy (method) as an inspiration for contemporary education.</li> </ol>
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#### Compulsory reading

<p>M. Montessori, <i>The Montessori Method</i>. <a href="http://arvindguptatoys.com/arvindgupta/montessori-new.pdf">http://arvindguptatoys.com/arvindgupta/montessori-new.pdf</a></p> <p>M. Montessori, <i>Dr. Montessori's Own Handbook: A Short Guide to Her Ideas and Materials</i>. <a href="https://www.gutenberg.org/files/29635/29635-h/29635-h.htm">https://www.gutenberg.org/files/29635/29635-h/29635-h.htm</a> <a href="https://archive.org/details/montessorihandbook_pc/librivox">https://archive.org/details/montessorihandbook_pc/librivox</a></p>
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#### 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>Technology in early childhood education</b>		
Semester (winter/summer)	winter and summer	ECTS	6
Lecturer(s)	mgr Katarzyna Myśliwiec		
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:

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	Activity in the classroom: group work, activities – 50 % Discussion - 10% Projects 40%
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Comments	
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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](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_technology.pdf)

Recommended reading

### Course card

Course title	<b>Education for Sustainable Development</b>		
Semester (winter/summer)	winter	ECTS	6
Lecturer(s)	Dr hab. Natalia 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:

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
	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)

<ol style="list-style-type: none"> <li>1. Education for sustainable development – goals, assumptions, evolution.</li> <li>2. Concepts and theoretical concepts of sustainable development.</li> <li>3. Global Action Program on Education for Sustainable Development</li> <li>4. Transformation of knowledge regarding sustainable development at various educational levels</li> </ol>
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#### Compulsory reading

<ol style="list-style-type: none"> <li>1. Samuelsson, I. P., &amp; Park, E. (2017). How to educate children for sustainable learning and for a sustainable world. <i>International Journal of Early Childhood</i>, 49, 273-285.</li> <li>2. Rieckmann, M. (2018). Learning to transform the world: Key competencies in Education for Sustainable Development. <i>Issues and trends in education for sustainable development</i>, 39, 39-59.</li> </ol>
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#### Recommended reading

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

### Course card

Course title	<b>Music and children</b>
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Semester (winter/summer)	Winter	ECTS	6
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Lecturer(s)	Monika Semik, PhD
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Department	Institute of Pedagogy
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#### Course objectives (learning outcomes)

- learning the Polish repertoire of children's songs
- basics of playing percussion instruments
- preparing instrumentation for children's songs
- learning different ways to create music with children
- active listening to music
- basics of music and movement classes for children

#### 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%
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Comments	Activities with academic teacher – 15h, working alone, preparing presentation and music activities, lecture – 15h
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. Music for children: learning Polish songs for children</li> <li>2. Creating your own words and melodies for songs</li> <li>3. Basics of playing keyboard (songs for children)</li> <li>4. Creating music on percussion instruments</li> <li>5. Active listening to music basing on Carnival of Animals by C. Saint-Saens, The Nutcracker by P. Czajkowski</li> <li>6. Polish folk dances in a children's arrangement</li> </ol>
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Compulsory reading

<p>E. J. Dalcroze, <i>Rhythm, music and education</i>  C. Orff – <i>Music for children</i>  M. Wiemann – <i>Polish folk dances</i>  R. Ławrowska – <i>Rhythm, music and dancing in education</i></p>
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Recommended reading

### Course card

Course title	<b>Creativity in the classroom</b>		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Dr hab. Natalia 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:

	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
		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)

<ol style="list-style-type: none"> <li>5. How to inspire creativity in the classroom;</li> <li>6. Top ten tips to increase creativity in the classroom;</li> <li>7. Exercises to Spark Original Thinking and Increase Creativity;</li> <li>8. Classroom culture and connection with creativity;</li> <li>9. Portfolios for Enhance Creative Thinking</li> </ol>
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Compulsory reading

<ol style="list-style-type: none"> <li>3. Beghetto, R. A. (2010). <i>Creativity in the classroom</i>. The Cambridge handbook of creativity, 447-463.;</li> <li>4. Beghetto, R. A., &amp; Kaufman, J. C. (Eds.). (2010). <i>Nurturing creativity in the classroom</i>. Cambridge University Press..</li> <li>5. Kettler, T., Lamb, K. N., Willerson, A., &amp; Mullet, D. R. (2018). Teachers' perceptions of creativity in the classroom. <i>Creativity Research Journal</i>, 30(2), 164-171.</li> <li>6. Cropley, A. J. (1997). <i>Fostering creativity in the classroom: General principles</i>. The creativity research handbook, 1(84.114), 1-46.</li> </ol>
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Recommended reading

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

### 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	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)

7. Biography of Emil Jaques-Dalcroze
8. Principles of Dacroze's eurhythmics
9. Pedagogic of rhythm and movement
10. Practical application of Dacroze's System of music education
11. Music and movement games for children
12. Basics of dance technique (folk and national dances)
13. 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*