



**Akademia
Humanistyczno
Ekonomiczna
w Łodzi**

ERASMUS+ INCOMING STUDENTS
ACADEMIC OFFER – COURSES TAUGHT IN ENGLISH – PEDAGOGY/ EDUCATION
PEDAGOGY
WINTER AND SPRING 2025/2026

Subjects are available in both semesters.

Didactics of creativity

4 ECTS

Course objectives: The main goal of the subject is to introduce students into practical aspects of stimulating creative thinking and creative attitudes. During classes students are using innovative tools, techniques and methods of creative work and preparing own projects for implementation creativity into pedagogical and educational situations.

Learning outcomes:

- **In terms of knowledge:** The student knows and understands the significance of art in sensitizing learners to cultural and social phenomena. They understand the role of the educator or pedagogue in providing access to, and raising awareness of, cultural and artistic phenomena among learners. They know methods of education through art and support the learners' development and help them overcome difficulties.
 - **In terms of skills:** The student can design educational activities using methods of education through art aimed at creatively activating learners, sensitizing them to values, supporting expression, creative imagination, and self-creation, enabling them to express themselves through artistic activities and engagement with works of art and culture. The student can conduct classes based on their own project, analyze the course of proposed educational activities in the field of education through art, and identify areas requiring modification.
 - **In terms of social competences:** The student is aware of the role and significance of art in education and demonstrates sensitivity to cultural phenomena.
-

Course content:

1. What is art? What role does it play in human development? Changes in the understanding of the concept of art.
 2. The educational aspect of art. The role of art in education. "Education to art" vs. "Education through art".
 3. Art therapy and prevention. The importance of combining different art disciplines.
 4. The role of the teacher, educator, animator. Possibilities of using art in education within project-based activities.
 5. Methods of education through creativity. Activating methods.
 6. The role and significance of media in education through art.
 7. Designing one's own educational activities using methods of education through art.
 8. Conducting project-based classes and their evaluation.
-

Youth subculture**4 ECTS**

Course objectives: The aim of the course is to familiarize students with the terminology: subcultures; culture; counterculture; anticulture, generation; social movement, generation gap. Analysis of selected group processes: deindividuation, conformity, imitation, modelling, diffusion of responsibility, group thinking syndrome. Group structures; group roles.

Typology of subcultures:

- Religio-therapeutic (Rajneesh; Unification Church; Scientology),
- Eco-Pacifist,
- Social-moral Revolt (Beat Generation; Hippies),
- Escape and isolation groups (SkinHeads),
- Creative groups (Graphiti). Prevention against destructive cults.

Learning outcomes:

- **In terms of knowledge:** The student knows and understands pedagogical theories and concepts, as well as conceptual categories encompassing the operational scope of knowledge on youth subcultures. Knows and understands the social processes that co-create the theoretical foundations of activity in the area of subcultures, and possesses knowledge of the types and forms of social bonds, the regularities governing them, and their manifestations in interpersonal and communicative relations, including their disorders. Describes and presents existing subcultures. Identifies biopsychological and environmental processes of social maladjustment that form the basis for the emergence of subcultures, and understands their significance for pedagogical theory and practice.
 - **In terms of skills:** The student is able to apply knowledge of subcultures and integrate it with other subdisciplines in order to
-

analyze and interpret issues related to human behaviour. Uses specialized terminology and nomenclature. Is able to independently select sources of information on subcultures, conducting their analysis, synthesis and interpretation using a variety of information sources. Additionally, demonstrates the ability to present original ideas, support them with reasoned arguments, or subject them to critique in the context of relevant theories as well as preventive and prophylactic measures.

- **In terms of social competences:** Is aware of the need and value of taking action and undertaking preventive measures within the activity of subcultural groups.

Course content:

1. Terminological clarifications: culture – counterculture – alternative culture – subculture; the theory of deviant subcultures in Cohen’s perspective.
2. Overview of selected typologies of youth subcultures: religious-therapeutic, ecological-pacifist, subcultures of social and moral rebellion, subcultures of escape and isolation, creative subcultures.
3. Characteristics of selected youth subcultures: Family of Love, Unification Church, Peoples Temple, Rajneesh movement, Satan worshippers, Rastafarian subculture; Workshop for All Living Beings, Academy of Life, Federation of the Greens, Ecological-Peace Movement “I’d Rather Be”; Hippie subculture, Wagendofr/Wagenburg subculture; Orange Alternative.
4. Constitutive elements of a social group: Size and its consequences, social patterns and the social roles of group members, functions of the group, social bonds within the group, group cohesion.
5. Preventive measures in relation to destructive youth subcultures.

Psychopedagogy of creativity

4 ECTS

Course objectives: The main goal of the subject is to introduce students to the basic pedagogical and psychological knowledge about creativity and the conditions of the development of creative abilities of children, adolescents and adults. Lectures are subordinated to the four dimensions: perception of creativity and modern theories of creativity and education.

Self-presentation/Public speaking

2 ECTS

Course objectives: The aim of the course is to familiarize students with the fundamental issues of self-presentation, methods of influencing interlocutors, listeners, and viewers, as well as recognizing and explaining interpersonal phenomena. Developing skills in consciously shaping one's own image. Building an attitude of readiness for self-presentation in professional situations with the use of psychological knowledge.

Learning outcomes:

- **In terms of knowledge:** Students understand the principles and practices of public speaking. They recognize issues of linguistic accuracy and fluency.
- **In terms of skills:** Students communicate effectively. They use their language of choice (e.g. English) correctly.
- **In terms of social competences:** Students demonstrate care for the culture of expression.

Course content:

1. Conscious and unconscious self-presentation: How do listeners perceive and interpret us?
 2. Preparing a presentation: What is the purpose of my speech? What do I want to convey? Which ideas do I wish to present? Who are my listeners? What do they expect? How can I adapt the content and the mode of delivery to meet these expectations?
 3. Introduction techniques: Where to begin? How to capture the audience's attention? How to create the right atmosphere?
 4. The main body: How to structure the sequence of topics? How to sustain the listeners' waning attention? How to respond to questions?
 5. Conclusion: Is it enough to simply say "thank you for your attention"? How to ensure that our message does not go unnoticed?
 6. The presenter's image: Which elements contribute to the saying "they write you off as they see (and hear) you"? How to "activate" the speech apparatus?
 7. Presenter's stress and stage fright: How to manage nervousness before stepping into the spotlight?
-

Alternative educational trends

2 ECTS

Course objectives: The aim of the course is to familiarize the students with pedagogical approaches differing from mainstream pedagogy, such as Waldorf and Montessori schools, Freinet's pedagogy etc. in order to provide the students with a wider choice of their teaching repertoire. The course will cover the presentation and discussion of such alternative educational approaches as: Montessori method, Waldorf education, Freinet's pedagogy, Froebel's pedagogy, democratic education. On completion of the course, the students will propose their own ideas for classes based on the discussed alternative approaches towards education.

Learning outcomes:

- **In terms of knowledge:** The student knows the types of alternative forms of education in preschool and early primary education. They understand the role of pedagogical innovations in preschool and early primary education, inspiring the planning and organization of one's own work.
- **In terms of skills:** The student can apply alternative ways of organizing the learning environment in everyday educational practice. They can take into account the needs and abilities of individual children and groups in the educational process, based on the knowledge of alternative forms of education.
- **In terms of social competences:** The student is ready to recognize the specificity of the local and regional environment and its influence on shaping alternative forms of education.

Course content:

1. Alternative education and alternative forms of education.
2. Homeschooling.
3. Maria Montessori's educational concept. Montessori preschool and school.
4. Reggio Emilia preschool concept.
5. Waldorf pedagogy. Rudolf Steiner's educational concept.
6. Democratic preschools and schools.
7. Forest kindergartens.
8. Budząca się Szkoła initiative.

Prevention on risky behaviour

Course objectives: Subject devoted to the psychological analysis of selected risky behaviors (e.g. bullying, psychological violence, behavioral addictions). You will be also introduced to modern approaches of prevention (e.g. positive prevention). During social prevention classes you will also have the opportunity to participate in study visits in Polish schools and work with pupils.

4 ECTS

Learning outcomes:

- **In terms of knowledge:** The student identifies pathological problems,
-

concepts, and phenomena, along with the related explanatory concepts, and explains the complex interrelationship between them. They possess structured knowledge of various pathogenic environments and the processes occurring within them. They hold in-depth knowledge of developmental disorders and human functioning within the social environment.

- **In terms of skills:** The student is able to formulate solutions using selected theoretical approaches in the field of prevention and strategies for minimizing the effects of social pathologies.
- **In terms of social competences:** The student is prepared to create and develop models of appropriate conduct in both living and working environments, to take initiatives and address irregularities by seeking optimal solutions, and to critically evaluate knowledge, content, themselves, and the teams, institutions, and organisations in which they participate.

Course content:

1. Social pathology as a terminological concept. Norms and pathology in human behaviour.
2. Classification of social pathologies.
3. Selected theories of deviance.
4. Motives for risk-taking behaviours.
5. Characteristics of selected social pathologies – determinants, scale of the phenomenon, and social consequences.
6. Strategies for minimizing the effects of social pathologies. Polish and European approaches; the concept of positive prevention in relation to risk-taking behaviours.

The methodology with integrated education

Course objectives: Topics include inter-alia:

Creating a syllabus of classes for children in grades 1-3, Individualization of educational process,
Using methods that support students' cooperation,
Correct evaluation of students and own methods of educational work.

6 ECTS

Communication and relationship building

1 ECTS

Course objectives: The course will explore strategies for establishing and maintaining connections through effective communication. It covers communication tools such as naming emotions, asking questions, and active listening techniques like paraphrasing and mirroring. The importance of being precise and clear in communication will also be emphasised. Verbal and non-verbal communication means are going to be discovered, discussed and explored together with communication barriers, including cross-cultural

context. The course participants will be equipped with practical tools and insights to communicate more effectively, build rapport and trust in order to establish relationships in both personal and professional settings.

Learning outcomes:

- **In terms of knowledge:** The student has knowledge of verbal and non-verbal communication, including methods and styles of communication as well as communication barriers
- **In terms of skills:** The student establishes and deepens relationships with the group. The student chooses an effective communication strategy. The student uses selected tools for effective communication. The student is able to present themselves in an appropriate way to the situation. The student organizes teamwork.
- **In terms of social competences:** The student shows openness to solving individual and group communication problems. The student engages in teamwork and plays various group roles.

Course content:

1. Ways to effectively establish contact with another person.
 2. Tools for effective communication: naming feelings, using open questions, active listening: paraphrase, mirroring, precision of the message, "I" message.
 3. The role of verbal and non-verbal communication.
 4. Communication barriers.
 5. The role and importance of emotions in the process of communication and integration.
 6. Online communication.
-

Designing innovations in education

4 ECTS

Course objectives: The course covers a comprehensive approach to planning and executing innovative projects in education, including elements of project management and Design Thinking. Participants will learn how to assess feasibility of their projects, identify potential risks and discover the end user perspective. We will also explore the importance of evaluating and managing change throughout the process to ensure long-term success. Finally, we will be trying to align passions and personal interests with professional endeavors, to motivate oneself and the project team.

Learning outcomes:

- **In terms of knowledge:** Differentiation of models for understanding the process of supporting a child's or student's development, including behavioral, constructivist, and emancipatory approaches; tasks of preschool and early education in supporting a child or a student development; the process of a child's adaptation in preschool/student's adaptation in school; strategies for stimulating a child's or student's cognitive activity; principles of using play to stimulate child development; and the role of literary, theatrical, musical, artistic, and technical initiation. Principles of organizing an optimal educational environment in preschool and primary school: possibilities of using various methods of organizing the learning and teaching environment in everyday educational practice, organizing the educational environment while taking into account the specific needs of individual children, students, or groups, as well as the need to use information about the child or student obtained from specialists (psychologist, speech therapist, educator, doctor) and parents/guardians. Principles of designing personalized educational strategies in preschool and primary school, constructing knowledge, integrating knowledge and skills, designing and implementing pedagogical activities, recognizing the needs, abilities, and talents of a child/student, and planning, implementing, and evaluating personalized educational and upbringing courses.
- **In terms of skills:** The student will be able to organize educational activities aimed at constructing knowledge in preschool and primary school, integrating various learning methods, including different content areas, as well as combining a child's personal knowledge with new knowledge and reconstructing it. Use the process of assessing students' work to stimulate their self-assessment, self-regulation skills, and work on personal development. Critically evaluate and select courses and textbooks, design educational and upbringing courses for preschool and primary school, and select and adapt teaching content, resources, and educational strategies.
- **In terms of social competences:** The student will learn to act with ethical sensitivity, empathy, openness,. And critical thinking, and to take responsibility for the integral development of the child/student and for undertaken pedagogical activities. They will learn to shape valuable individual and social behaviours and attitudes in children/students, including towards culture and art, and to inspire children or students to express their individual creativity.

Course content:

1. The progressive movement and the New Education movement and their significance for contemporary education. Sources, mechanisms, and aims of innovation. The process of social change determining the modernization of education. Trends in global education reform.
2. Pedagogical literature as a factor inspiring innovation. The role of pedagogical sciences in the innovation process. Teachers' creative competences. Pedagogical work as a teacher's creative activity. Innovative activity as a research process. The teacher's role in the innovation process. The teacher as an innovator.
3. Original courses in the light of educational laws.
4. The essence of Maria Montessori's pedagogy. Célestin Freinet's pedagogy. Educational Kinesiology by Paul E. Dennison.
5. Concepts of alternative education: Reggio Emilia, Outdoor Education, forest schools and preschools, the "toy-free" preschool project, narrative role-playing games.
6. Teaching through experimentation.
7. Play pedagogy.
8. Planning innovations: structure, stages, and phases of work. Principles of working on innovation. Educational course objectives – their definition, ways of formation, operationalization, and achievement.
9. Teaching material: selection and gradation of educational content. Student assessment procedures: assessment strategies, methodological and ideological approaches,. Descriptive and ongoing assessment.

! Please note that in each case AHE reserves the right not to open the subject due to low number of participants or internal issues. At each time we will try to offer alternative subjects to meet the learning outcomes required by the sending institution. The student has 30 days to make changes to his/ her Learning Agreement after the arrival at AHE.

**CHANGES IN SUBJECTS, COURSE CONTENTS AND ECTS MAY OCCUR
UPON YOUR ARRIVAL.**