ACADEMIC OFFER

PEDAGOGY

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Language: **English**

Winter and Spring
2026-2027

Pedagogy Bachelor

SUBJECTS OFFERED IN PEDAGOGY FIELD

YOUTH SUBCULTURE

exercises

PSYCHOPEDAGOGY OF CREATIVITY

exercices

DIDACTICS OF CREATIVITY

exercises

SELF-PRESENTATION/PUBLIC SPEAKING

exercices

ALTERNATIVE EDUCATIONAL TRENDS

exercises

SOCIAL PREVENTION ON RISKY BEHAVIOUR

exercises

THE METHODOLOGY WITH INTEGRATED EDUCATION

exercices

COMMUNICATION AND RELATIONSHIP BUILDING

exercises

DESIGNING INNOVATIONS IN EDUCATION

exercises

YOUTH SUBCULTURE
exercises

4 ECTS

Teaching methods	didactic discussion / problem-solving method

Method of veryfying education	assignments / activity during classes

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.

COURSE CONTENT

- Terminological clarifications: culture – counterculture – alternative culture – subculture; the theory of deviant subcultures in Cohen's perspective.
- Overview of selected typologies of youth subcultures: religious-therapeutic, ecological-pacifist, subcultures of social and moral rebellion, subcultures of escape and isolation, creative subcultures.
- 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.
- Constituitive elements of a social grop: Size ad its consequences, social patterns and the social roles of gropu members, functions of the gropu, social bonds within the groip, group cohesion.
- Preventive measures in relation to destructive youth subcultures.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:
- The student knows and understands pedagogical theories and concepts, as well as conceptual categories encompassing the operational scope of knowledge and 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 competencies
- The student is aware of the need and value of taking action and undertaking preventive measures within the activity of subcultural groups

PSYCHOPEDAGOGY OF CREATIVITY

exercises

4 ECTS

Teaching methods	didactic discussion / brainstorming / group work / workshop method / problem-solving method
Method of veryfying education	individual and group assignments / acticity during classes

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. Lecture are subordinated to the four dimensions perception of creativity and modern theories of creativity and education.

COURSE CONTENT

- Thinking through analogy and metaphor; abstraction.
- Selected methods of creative problem-solving.
- Conscious development of creative dispositions.
- Characteristics of creative thinking – fluency, flexibility, originality.
- The specificity of the creative act, including deliberate creativity.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:
- Distinguishes creative behaviors from standard ones.
- Identifies what fluency, flexibility, and originality of thinking are.
- Explains selected methods of creative problem-solving.

In terms of skills :
- Modifies their perception of reality.
- Combines different ideas, concepts, and proposals.
- Justifies their attitude and views.
- Demonstrates readiness to break established patterns in thinking and action.
- Applies selected methods of creative problem-solving.

In terms of social competencies
- Maintains autonomy in thinking and action.
- Organizes their own activities in an innovative manner.
- Demonstrates flexibility in thinking and action.

DIDACTICS OF CREATIVITY

exercises

4 ECTS

Teaching methods	conversational lecture / problem-solving method / case study / project-based method

Method of veryfying education	assigments / activity during classes

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.

COURSE CONTENT

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

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:
- The student knows and understands the significance of art in sentisitizing 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 modifications.

In terms of social competencies
- The student is aware of the role and significance of art in education and demonstrates sensitivity to cultural phenomena.

SELF-PRESENTATION/PUBLIC SPEAKING

exercises

2 ECTS

Teaching methods	conersational lecture / didactic discussion / workshop method / case study

Method of veryfying education	practical assignments / activity during classes

OBJECTIVES

The aim of the course is to familiarize students with the fundamental issues of self-presentation, methods of influencing interlocutours, listeners, and viewers, as well as recgnizing 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.

COURSE CONTENT

- Conscious and unconscious self-presentation: How do listeners perceive and interpret us?
- 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?
- Introduction techniques: Where to begin? How to capture the audience's attention? How to create the right atmosphere?
- The main body: How to structure the sequence of topics? How to sustain the listeners' waning attention? How to respond to questions?
- Conclusion: Is it enough to simply say "thank you for your attention"? How to ensure that our message does not go unnoticed?
- The preenter's image: Which elements contribute to the saying "they write you off as they see (and hear) you"? How to "activate" the speech apparatus?
- Presenter's stress and stage fright: How to manage nervousness before stepping into the spotlight?

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

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 competencies
- Students demonstrate care for the culture of expression.

ALTERNATIVE EDUCATIONAL TRENDS

exercises

4 ECTS

Teaching methods	conversational lecture / didactic discussion / case study / problem-solving method

Method of veryfying education	assignments / activity during classes

OBJECTIVES

The aim of the course is to familiarize 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 discussed alternative approaches towards education.

COURSE CONTENT

- Alternative education and alternative forms of education.
- Homeschooling.
- Maria Montessori's educational concept. Montessori preschool and school.
- Reggio Emilia preschool concept.
- Waldorf pedagogy. Rudolf Steiner's educational concept.
- Democratic preschools and schools.
- Forest kindergartens.
- *Budząca się Szkoła* initiative.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

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 competencies
- The student is ready to recognize the specificity of the local and regional environment and its influence on shaping alternative forms of education.

SOCIAL PREVENTION ON RISKY BEHAVIOUR

exercises

4 ECTS

Teaching methods	lecture / didactic discussion

Method of veryfying education	exam / assignments / activity during classes

OBJECTIVES

The course is devoted to the psychological analysis of selected risky behaviours (e.g. bullying, psychological violence, behavioral addictions). Students will also be introduced to modern approaches of prevention classes. They will also have the opportunity to participate in study visits in Polish schools and work with pupils.

COURSE CONTENT

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

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

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 processess 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 competencies
- 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.

THE METHODOLOGY WITH INTEGRATED EDUCATION
exercises

6 ECTS

Teaching methods	lecture / conversational lecture / problem-based method / didactic discussion
Method of veryfying education	exam / assignments / activity during classes

OBJECTIVES

Familiarizing students with and enabling them to understand the principles of how primary school operates. Providing students with foundational knowledge related to effective and efficient teaching in primary school. Equipping students with knowledge in the field of didactics necessary for independently preparing and adapting the curriculum to students' needs and abilities, as well as for developing their own instructional solutions.

COURSE CONTENT

- The subject and tasks of contemporary didactics. General didactics and subject-specific didactics.
- The school as an institution supporting the development of the individual and society. Models of the contemporary school: traditional, humanistic, reflective, and emancipatory. The hidden curriculum of the school. Contemporary concepts of teaching. Models of professionalism and their implications for teacher education. Education for reflective practice.
- The teaching–learning process. The learning environment. School-based learning. Educational objectives – sources, methods of formulation, and types. Principles of didactics. Teaching methods. Organization of the educational process and students' work. The lesson (teaching unit) and its structure. Styles and techniques of working with students. Forms of organizing learning. Teaching aids.
- The education system – organization and functioning. Legal aspects of the functioning of the education system and the school. The European context of curriculum change. Curriculum models and frameworks. Subject-based, interdisciplinary, and block curricula. Author-developed curricula. Curriculum evaluation. Teaching content and plans.
- The school class as an educational environment. Classroom management styles. Social processes in the classroom. Integration of the school class. Order and discipline at school and in the classroom. Getting to know students and motivating them to learn. Students with special educational needs in the classroom. Inclusive education. Individualization of teaching. Psychological and pedagogical support at school.
- Designing educational activities in the context of special educational needs and students' particular talents. Categories of students with special educational needs and characteristics of their functioning. Forms of education for students with special educational needs: mainstream, integrated, and special preschools and schools; therapeutic classes; individual instruction.
- Diagnosis, monitoring, and assessment of learning outcomes. The internal school assessment system; tests and external examinations. Assessment of students' academic achievement, the teacher's instructional effectiveness, and the overall quality of the school's work.
- Language as a teacher's working tool. Communication for instructional purposes – the art of lecturing, the art of questioning, ways of increasing students' communicative activity.
- The role and importance of the core curriculum. The structure of a curriculum. Interdisciplinary correlations. Designing original curricula.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:
- The values, models, and principles of critical practice; the teacher's instructional autonomy and responsibility; the principles of designing original curricula and managing knowledge in the information society.
- The teaching–learning process: principles of designing educational activities; styles and techniques of working with a child or student that integrate different areas of knowledge; the role of diagnosis, monitoring, and assessment in the teacher's instructional practice; models of the contemporary school and alternative educational systems.

In terms of skills :
- Use philosophical, psychological, social, and pedagogical knowledge to design educational activities in preschool and school, and apply objectivist as well as interpretative-constructivist paradigms to plan children's learning.
- Apply styles and techniques of working with a child or student that integrate different areas of knowledge; stimulate participatory, proactive, reflective, collaborative, and cooperative learning among children or students; and develop their key competences.
- Critically evaluate the educational practice being developed using the knowledge possessed, as well as creatively interpret it and design new educational solutions.

In terms of social competencies
- Autonomously and responsibly organizing children's learning, as well as engaging in critical reflection on the educational practice being developed, and researching and improving it.
- Designing original curricula and applying pedagogical innovations in the field of preschool and early primary education.

COMMUNICATION AND RELATIONSHIP BUILDING
exercises

1 ECTS

Teaching methods	lecture / didactic discussion / case study

Method of veryfying education	group and individual assgnments / project / acticity during classes

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 emphesised. 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 setting.

COURSE CONTENT

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

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

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 competencies
- The student shows openness to solving individual and group communication problems.
- The student engages in teamwork and plays various group roles.

DESIGNING INNOVATIONS IN EDUCATION

exercises

4 ECTS

Teaching methods	didactic discussion / case study / project-based method

Method of veryfying education	project / assignments / activity during classes

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 feasibity 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.

COURSE CONTENT

- 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.
- 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.
- Original courses in the light of educational laws.
- The essence of Maria Montessori's pedagogy. Célestin Freinet's pedagogy. Educational Kinesiology by Paul E. Dennison.
- Concepts of alternative education: Reggio Emilia, Outdoor Eduction, forest schools and preschools, the "toy-free" preschool project, narrative role-playing games.
- Teaching through experimentation.
- Play pedagogy.
- Planning innovations: structure, stages, and phases of work. Principles of working on innovation. Educational course objectives – their definition, ways of formation, operationalization, and achievement.
- Teaching material: selection and gradation of educational content. Student assessment procedures: assessment strategies, methodological and ideological approaches,. Descriptive and ongoing assessment.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:
- Differentatiion of models for understanding the process of supporting a child's or student's development, including behavioral, constructivist and emancipatory approaches, tasks od preschool and early education in supporting pupil's development.
- The process of adaptation in preschool/school, Strategies for stimulating a child'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 optimal educational environment.
- Principles of designing personalized educational strategies in preschool and primary school, constructing and integrating knowledge, and skills, designing and implementing pedagogical activities, recognizing the needs, abilities and talents of a child.

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 one and reconstructing it.
- The student is able to use the process of assessing pupil's work to stimulate their self-assessment, self-regulation skills, and work on personal development.
- Is able to 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 competencies
- 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 and for unbdertaken pedagogical activities.
- They will learn to shape valuable individual and social behaviours and attitudes in children, including towards culture and art, and to inspire children or students to express their individual creativity.