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| Name of the field of study | Animaloterapia |
| Module name, also the name in English | Pedagogy basics |
| Language of instruction | English |
| Module type | optional |
| Level of study | second degree |
| Form of study | stationary |
| Year of study for the major | I |
| Semester for the course of study | 1 |
| Number of ECTS credits with the division into contact/non-contact ones | 1 (0,68/0,32) |
| Scientific title/degree, name and surname of the person responsible for the module | Piotr Dziechciarz PhD |
| Unit offering the module | Institute of Biological Bases of Animal Production, University of Life Sciences in Lublin, |
| Module objectiveel modułu | The student will receive knowledge of the most important theories, will become familiar with the associations and correlations of pedagogy with other disciplines, streams. Through getting to know the systems  and even fashions in the pedagogy the student should "reach"  understanding of the most important problems and  possibilities of development together with contemporary  multicultural and alternative approaches".  An additional aim of the module will be to shape the student's attitude as an ethical, empathetic, open, reflective, proactive and fully responsible person. |
| The learning outcomes for the module are a description of the body of knowledge, skills and social competencies that the student will achieve after completing the course. | **Knowledge:** |
| W1. Has knowledge of the nature, functions, and role of general pedagogy in education and the humanities;  W2. Has basic knowledge on the role of pedagogy in the process of upbringing. The student has the knowledge of general pedagogy, distinguishes its disciplines and sub-disciplines |
| **Ability**: |
| U1. Has basic skills in understanding the process of upbringing and the student as a person, citizen, separate human being with different needs and abilities;  U2. Knows how to recognize and predict the effects of pedagogical interactions of various environments: family, school, informal groups, local and global and their impact on development and needs of human beings. |
| **Social Competence:** |
| K1. Is realistic, empathetic and, if necessary, also critical; a responsible and ready for constant improvement of qualifications observer, participant and moderator of educational processes  K2. Is able to correct his own attitudes and behaviour and to react with awareness and understanding to dynamic civilization and cultural changes in the contemporary world |
| Relation of modular learning outcomes to directional learning outcomes | W1; W2 – A\_W05  U1; U2 – A\_U06, A\_U07  K1; K2 – A\_K01 |
| Relation of modular learning outcomes to engineer's degree outcomes | Not applicable |
| Prerequisites and additional requirements | - |
| Module programme contents | Insight into the most important concepts within general pedagogy, its disciplines, sub-disciplines.  Introduction to the most important pedagogical theories; Links with related sciences (psychology, didactics), with scientific terminology and subject literature.  Sub-disciplines and links of pedagogy (general) with other sciences: theory of upbringing - (moral, social, physical, aesthetic), didactics (general and detailed) + (theory of education).  Special pedagogy (surdopedagogy, tyflopedagogy, oligofrenopedagogy, therapeutic)  Social pedagogy - (issues of environmental conditions of upbringing processes),  psychopedagogy (psychology in various aspects of upbringing),  pedeutology - (teacher as a person who can creatively work on himself, shape, overcome crises),  andragogy - (theory of adult education).  Intercultural pedagogy, etc.  The student as a person and an individual at each stage of development  - Needs vs. interests.  - The environment of educational influence.  Styles of upbringing and teaching: democratic, autocratic, liberal etc.  Antipedagogy; examples. |
| List of basic and supplementary literature | ***Basic literature:***  Slavin R. *Educational Psychology: Theory and Practice*. Pearson, 2018  Milman N. B., Kilbane C. R. *Teaching Models: Designing Instruction for 21st Century Learners.* Pearson, 2013  Walsh J. A., Sattes E. D. *Quality Questioning: Research-Based Practice to Engage Every Learner.* Corwin, 2016  ***Supplementary literature:***  Remley T., Herlihy B. *Ethical, Legal, and Professional Issues in Counseling*. Pearson, 2019  Alexander R. J. *Culture and Pedagogy: International Comparisons in Primary Education*. Wiley-Blackwell, 2001 |
| Planned forms/activities/ didactic methods | Lecture, discussion; also using distance learning methods and techniques |
| Ways of verification and forms of documenting the achieved learning outcomes | W1, W2 - test,  U1, U2, - test.  K1, K2 - evaluation of participation in discussion.  *DOCUMENTATION OF LEARNING EFFECTS achieved in the form of: test: test archived in paper form;*  *Detailed criteria for evaluation of credit and test papers*   * A student demonstrates satisfactory (3.0) level of knowledge, skills or competence when he/she obtains from 51 to 60% of the sum of points determining the maximum level of knowledge or skills in a given subject (respectively, for partial credit - its part), * The student demonstrates a sufficient plus (3.5) level of knowledge, skills or competence when he or she obtains from 61 to 70% of the sum of points indicating the maximum level of knowledge or skills for a given course (respectively - its part), * The student demonstrates a good grade (4.0) of knowledge, skills or competence when obtaining from 71 to 80% of the sum of points determining the maximum level of knowledge or skills in the given course (respectively - its part), * The student demonstrates a plus good grade (4.5) of knowledge, skills or competence, when obtaining from 81 to 90% of the sum of points determining the maximum level of knowledge or skills in the given subject (respectively - its part), * The student demonstrates a very good level (5.0) of knowledge, skills or competence when he or she obtains more than 91% of the total points, determining the maximum level of knowledge or skills for the given subject (respectively - its part). |
| Elements and weights influencing final grade | *The final grade is influenced by the average grade of the test (90%), the grade of the discussion activity (10%) These conditions are presented to the students and consulted with them at the first lecture.* |
| ECTS credit balance | ***Contact***  Hours ECTS  Lecture 15 0.6  consultations 2 0.08  ***Total - 17 hours (0.68 ECTS)***  ***Non-contact***  Hours ECTS  Literature studies 8 0.32  ***Total - 8 hours (0.32 ECTS)*** |
| The workload related to the activities requiring direct participation of an academic teacher | *participation in lectures - 15 hours; consultations - 2 hours.* |