

COURSE OFFERED

Name of the course	Polish	Wykład monograficzny. Prospektywne podejścia do wychowywania w pedagogice współczesnej
	English	Prospective approaches to education in contemporary pedagogy

1. LOCATION OF THE COURSE OF STUDY WITHIN THE EDUCATION SYSTEM

1.1. Section	Social Sciences
1.2. Discipline	Pedagogy
1.3. Type of education	Stationary
1.4. Level of education	Doctoral School
1.5. Person preparing the course description	Prof. Sławomir Chrost
1.6. Contact	schrost@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Type of course	Specialized subjects in the discipline
2.2. Language of the course	English

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY		
3.1. Type of classes		Lecture
3.2. The number of hours		15 h
3.3. Location of classes		Classes in the UJK teaching room
3.4. Type of assessment		Credit with a grade
3.5. Didactic methods		lecture, discussion
3.6. Literature	basic	Bennett, T. (2020), <i>Running the room: The teacher's guide to behaviour</i> , Melton: John Catt Educational Bloom A. (1987), <i>The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students</i> , New York: Simon and Schuster Garrett, T. (2008), <i>Student Centered and Teacher- Centered Classroom Management: A Case Study of Three Elementary Teachers</i> , „Journal of Classroom Interactions”, 43(1) Misik, Maria. (2021), <i>Personalistic transformations of pedagogy : inspirations - postulates – perspectives</i> , "Transformacje" Nr 3, pp. 147-160. O'Brien, M. and O'Shea, A. (2017), <i>A human development framework for orienting education and schools in the space of wellbeing</i>
	supplementary	Chrost S. (2024), <i>Social Personalism, Its Implications for Education and Implementation in Society</i> , „Paedagogia Christiana”, 2/54, pp. 85-105. Nelson-Jones R. (1996), <i>The theory and practice of counselling</i> , New York Seligman,M. (2011), <i>Flourish: A New Understanding of Happiness and Wellbeing</i> , London: Nicholas Breasley U.S. Department of Education, Office of Educational Technology (2023), <i>Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations</i> , Washington, DC Watson, D., Emery, C. and Bayliss, P. (2012), <i>Children's Social and Emotional Wellbeing in Schools</i> , Bristol: Policy Press

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDEND LEARNING OUTCOMES

4.1. Course objectives (including the form of classes)

- C1. The doctoral student possesses in-depth knowledge of the prospective approaches in contemporary pedagogy
- C2. The doctoral student can identify main pedagogical issues and problems in XXI century
- C3. The doctoral student is able to propose a solution to the main educational problems

4.2. Syllabus content

1. Prospectivity in pedagogy (centralization on aspirations and the future)
2. Goals of education (short-term and long-term)
3. Diagnosis of aspirations and needs (personal and social development)
4. Development support (supporting not replacing, developing self-determination)
5. Support in difficult situations (strengthening protective factors: raising self-esteem, coping with stress)
6. Building positive relationships (respect, trust and understanding)

5. SUBJECT LEARNING OUTCOMES

Learning outcomes	A doctoral student who has passed the subject:	Reference to the learning outcomes of Doctoral School (according to the training program at the Doctoral School)
in the area of KNOWLEDGE:		
W01	is familiar with and understands, to a degree that enables the re-examination of existing paradigms, the world's achievements in the field—including theoretical foundations, general issues, and selected specific topics—relevant to pedagogy	SD_W01
W02	is familiar with and understands the main trends in the field of pedagogy	SD_W02
W03	is familiar with and understands the fundamental dilemmas of modern civilization, including the ability to identify important, current, and unresolved issues in the social sciences, particularly in the field of education, also in a foreign language	SD_W07
in the area of SKILLS:		
U01	is able to define the aim and subject matter of scientific research, formulate research hypotheses in the field of pedagogy, and critically analyze and evaluate the results of scientific research, expert activities, and other creative works, as well as their contribution to the development of knowledge	SD_U01
U02	is able to apply knowledge from various fields of science to creatively identify, formulate, and innovatively solve complex problems or accomplish research-related tasks	SD_U03

U03	is able to use a foreign language at the B2 level of the Common European Framework of Reference for Languages to the level enabling participation in an international professional/academic environment	SD_U07
in the area of SOCIAL COMPETENCE:		
K01	is ready to recognize the importance of knowledge in solving epistemological and practical problems	SD_K02

6. METHODS OF ASSESSMENT OF THE INTENDED LEARNING OUTCOMES

SUBJECT LEARNING OUTCOMES	METHOD OF ASSESSMENT (+/-)																				
	Oral/written exam			Written test			Project			activity in class			Own work			Group work			Others		
	<i>The type of classes</i>			<i>The type of classes</i>			<i>The type of classes</i>			<i>The type of classes</i>			<i>The type of classes</i>			<i>The type of classes</i>			<i>The type of classes</i>		
	<i>L</i>	<i>C</i>	<i>S</i>	<i>L</i>	<i>C</i>	<i>S</i>	<i>L</i>	<i>C</i>	<i>S</i>	<i>L</i>	<i>C</i>	<i>S</i>	<i>L</i>	<i>C</i>	<i>S</i>	<i>L</i>	<i>C</i>	<i>S</i>	<i>L</i>	<i>C</i>	<i>S</i>
W01				X						X			X								
W02				X						X			X								
W03				X						X			X								
U01				X						X			X								
U02				X						X			X								
U03				X						X			X								
K01				X						X			X								

7. CRITERIA OF ASSESSMENT OF THE INTENDED LEARNING OUTCOMES

Form of classes	Grade	Criterion of assessment
Lecture (L)	3,0	Obtaining 51- 60 % of the possible points for the written test, own work and activity in class.
	3,5	Obtaining 61-70% of the possible points for the written test, own work and activity in class.
	4,0	Obtaining 71-80% of the possible points for the written test, own work and activity in class.
	4,5	Obtaining 81-90% of the possible points
	5,0	Obtaining 91-100 % of the possible points for the written test, own work and activity in class.

Accepted for execution