

LEARNING OUTCOMES
for the field of study PEDAGOGY
second degree study – general academic profile

Setting the field of study in discipline/scientific disciplines, which the learning outcomes refer to: pedagogy, linguistics, computer science, legal sciences, sociological sciences, and cultural and religious sciences

Identification of the leading discipline: PEDAGOGY

Description symbol of the second degree Polish Qualification Framework (PQF) in the scope of PEDAGOGY	Symbol of the field outcome	DESCRIPTION OF THE FIELD LEARNING OUTCOMES
	KNOWLEDGE, a graduate is familiar with and understands:	
P6S_WG	KA7_WG1	knows the terminology used in pedagogy and its application in related disciplines at the advanced level
	KA7_WG2	has in-depth and advanced knowledge on the sources and location of pedagogy in the system of sciences and its subjective and methodological relationships with other disciplines
	KA7_WG3	has in-depth, organized knowledge on the current directions of development of pedagogy, pedagogical trends and systems; understands their historical and cultural determinants
	KA7_WG4	has in-depth, organized knowledge on the subject matter and methodological specificity of pedagogy (knows the main schools, research orientations, strategies and methods of research used in social sciences and the humanities; knows the map of methodological attitudes and approaches; understands the postulate of multiple paradigms in doing educational research)
	KA7_WG5	has organized, in-depth knowledge on pedagogical subdisciplines and specializations, including their terminologies, theories and methodologies
	KA7_WG6	has in-depth knowledge on biological, psychological and social development of a human
	KA7_WG7	has in-depth knowledge on the kinds of social bonds and their regularities significant for educational processes
	KA7_WG8	has organized knowledge on the theories of education, teaching and learning, and other educational processes
P6S_WK	KA7_WK1	has advanced knowledge on different kinds of social structures and institutions of social life as well as relationships between them significant for educational processes
	KA7_WK2	has organized knowledge on cultural determinants of educational processes
	KA7_WK3	has organized knowledge (deepened in selected fields) on the objectives, organization and operation of educational, care, cultural, assistance and therapeutic institutions

	KA7_WK4	has in-depth and advanced knowledge on the biological, psychological, social and philosophical foundations of teaching and education; understands the difference between functionality and dysfunctionality, harmony and disharmony, normality and pathology
	KA7_WK5	has in-depth and organized knowledge on various educational environments, their specificity and processes occurring within them
	KA7_WK6	has organized knowledge on the structure and functions of the educational system, knows selected educational systems of other countries
	KA7_WK7	has organized knowledge (deepened in selected fields) on the participants of educational, care, cultural, assistance and therapeutic activity
	KA7_WK8	has organized knowledge on ethical principles and standards and professional ethics
SKILLS, a graduate can/is able to:		
P6S_UW	KP6_UW1	has advanced skills of observing, searching for and processing information on various social phenomena using diverse sources, and interpreting them from the point of view of educational problems
	KP6_UW2	is able to apply and integrate theoretical knowledge on pedagogy and related disciplines in order to diagnose and analyze complex teaching, educational, care, cultural, assistance and therapeutic problems and to design practical measures
P6S_UK	KP6_UK1	is able to use different communication channels and techniques to communicate effectively with pedagogy specialists and with non-specialists, using modern technological solutions
	KP6_UK2	is able to express his/her thoughts clearly, coherently and precisely orally and in writing, is able to create extensive oral and written justifications concerning different pedagogical issues, using diverse theoretical approaches within pedagogy and other scientific disciplines
	KP6_UK3	has advanced skills of presenting his/her own ideas, doubts and suggestions, supporting them with extensive argumentation in the context of selected theoretical perspectives and different authors' views, observing ethical principles
P6S_UO	KA7_UO1	has well developed research skills: knows different orientations in educational research methodology, formulates research problems, chooses relevant methods and techniques and constructs research tools; draws up, presents and interprets research results, draws conclusions, suggests the directions of further research within a selected subdiscipline of pedagogy
	KA7_UO2	has advanced skills of observing, diagnosing and rationally assessing complex educational situations and of analyzing the motivations and patterns of human behaviors
	KA7_UO3	is able to efficiently use selected theoretical approaches to analyze his/her own practical activities
	KA7_UO4	is able to generate original solutions to complex pedagogical problems and predict the course of solving them and the effects of activities planned in certain practical areas
P6S_UU	KA7_UU1	is able to choose and apply the measures appropriate for the pedagogical activity, is able to select the means and methods of work so as to effectively carry out his/her professional tasks
	KA7_UU2	is able to creatively animate work on his/her own development and the development of the participants of educational and teaching/learning processes, to support their autonomy in gaining knowledge and inspire them to lifelong learning activities
	KA7_UU3	has teamwork skills; is able to set and accept common goals and to assume the role of the team leader

	SOCIAL COMPETENCE, a graduate is prepared for:	
P6S_KK	KA7_KK1	has in-depth awareness of the level of his/her knowledge and skills, understands the need for continuous personal and professional development
	KA7_KK2	is ready to accept professional and personal challenges; is active, makes the effort and displays endurance in individual and team professional pedagogical activities; cooperates with others
	KA7_KK3	appreciates the importance of pedagogical sciences for the development of individuals and proper social bonds, has a positive attitude to acquiring knowledge in the studied discipline and building the inventory of pedagogical skills
	KA7_KK4	identifies with the values, goals and tasks performed in pedagogical practice, displays reasonableness, maturity and engagement in designing, planning and performance of pedagogical activities
P6S_KO	KP6_KO1	is convinced of the need and importance of professional behavior and observing the principles of professional ethics; recognizes and formulates moral problems and ethical dilemmas connected with his/her own and others' work; looks for optimum solutions and opportunities to correct inappropriate pedagogical activities
	KP6_KO2	takes the responsibility for his/her own work preparedness, decisions, actions and their consequences, feels accountable towards the beneficiaries of his/her activities, displays this attitude in the circle of specialists and indirectly propagates it among others
P6S_KR	KP6_KR1	is sensitive to educational problems, ready to communicate and cooperate with the environment, including non-specialists, and ready to actively participate in groups and organizations performing pedagogical activities
	KP6_KR2	feels responsible for the preservation of the cultural heritage of his/her region, country, Europe and the world

Explanation of the symbols

P6S_WG – description symbol of the second degree PQF

P – practical profile
A – general academic profile
P6 or P7 – PQF level (6 – first degree study, 7 – second degree study and uniform master degree study)
S – specification typical of qualifications obtained in higher education
W – knowledge (descriptive category)
G – depth and extent
K – context
U – skills (descriptive category)
W – use of knowledge
K – communicating
O – work organization
U – learning
K – social competence (descriptive category)
K – critical evaluation
O – responsibility
R – professional role

KA6_WG1 – symbol of the field outcome

K – field learning outcomes
A – educational profile (A – general academic, P – practical)
6 – educational level (6 - first degree study, 7 – second degree study and uniform master degree study)
W – knowledge (descriptive category)
G – depth and extent
K – context
U – skills (descriptive category)
W – use of knowledge
K – communicating
O – work organization
U – learning
K – social competence (descriptive category)
K – critical evaluation
O – responsibility
R – professional role

STUDY PROGRAMME - Part A

I. GENERAL INFORMATION

1. Name of the field of study: **PEDAGOGY**
2. Level of education: **SECOND CYCLE**
3. Educational profile: **GENERAL ACADEMIC**
4. Form of study: **FULL-TIME**
5. A number of semesters: **4**
6. Total number of ECTS points required to achieve the equivalent level of relevant qualifications: **120**
7. Total number of teaching hours: **875**
8. Programme accepted at the meeting of the Faculty Council on **11 April 2019**, effective from the academic year: **2019/2020**

II. EDUCATION MODULES

JANTITATIVE INDICATORS - ECTS points included in course											
that require direct participation of teachers and students	in basic science specific for a given field of study learning outcomes refer to for a given field, level and profile of education	that are practical	in humanities or social sciences (min. 5 ECTS points) - for the fields from other areas of science*	in a foreign language (language classes)	in apprenticeships	that are elective					
1	2	3	4	5	6	7	8	9	10	11	12
MK_1 GENERAL ACADEMIC	KA7_WG6, KA7_WG7, KA7_WK2, KA7_WK5, KA7_UW1, KA7_UW2, KA7_UK2, KA7_UK3, KA7_UO1, KA7_UO2, KA7_KK1, KA7_KO1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Cultural Anthropology	5	2,5	5	2,5				
	KA7_UW1, KA7_UK2, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Foreign Language	2	1	2	1		2		2
	KA7_UK1, KA7_UK2, KA7_KK2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Specialist Linguistic Skills	3	1,5	3	1,5		2		
	KA7_WK5, KA7_UW1, KA7_UK1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Information Technology	2	1	2	1				
	KA7_WK8, KA7_UK3, KA7_KK4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Management of Intellectual Property Resources	1	0,5	1	0,5				
	total			13	6,5	13	6,5	0	4	0	2

MK_2 BASIC	KA7_WK2, KA7_WK8, KA7_UK3, KA7_UU3, KA7_KR1, KA7_KK1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Intercultural Communication	5	2,5	5	2,5				
	KA7_WG3, KA7_WG7, KA7_UO1, KA7_UO3, KA7_KK1, KA7_KO1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Basics of Aesthetics	2	1	2	1				
	KA7_WG7, KA7_WK1, KA7_UW1, KA7_UW2, KA7_UO4, KA7_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Social Pedagogy	5	2,5	5	2,5				
	KA7_WG1, KA7_WG3, KA7_UW2, KA7_UK2, KA7_KK3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Pedagogical Anthropology	2	1	2	1				
	KA7_WG6, KA7_WG7, KA7_WK4, KA7_UW1, KA7_UO2, KA7_UU3, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Social Psychology	5	2,5	5	2,5				
	total			19	9,5	19	9,5	0	0	0	0
MK_3 MAJOR	KA7_WG7, KA7_WK2, KA7_WK4, KA7_WK5, KA7_UK1, KA7_UO3, KA7_UU1, KA7_UU3, KA7_KK3, KA7_KR1, KA7_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Intercultural Education	6	3	6	3				
	KA7_WG1, KA7_WG3, KA7_UW1, KA7_UK3, KA7_KK3	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Directions of Education in the 20th Century Pedagogy	4	2	4	2				
	KA7_WG1, KA7_WG2, KA7_WG3, KA7_UW2, KA7_UU1, KA7_KK3, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	General Pedagogy	5	2,5	5	2,5				
	KA7_WG1, KA7_WG2, KA7_WG3, KA7_WG5, KA7_WG6, KA7_WK6, KA7_UW1, KA7_UW2, KA7_UK2, KA7_UO1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Comparative Pedagogy	5	2,5	5	2,5				
	KA7_WG5, KA7_WK7, KA7_UK3, KA7_UU1, KA7_UU3, KA7_KK1, KA7_KK2, KA7_KK4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Modern Trends in Didactics	4	2	4	2				
	total			24	12	24	12	0	0	0	0
MK_4 METHODOLOGICAL	KA7_WG2, KA7_WG4, KA7_WK1, KA7_WK8, KA7_UW2, KA7_UO1, KA7_UO3, KA7_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Research Design in Social Sciences	2	1	2	1				
	KA7_WG2, KA7_WG4, KA7_UO2, KA7_KK2,	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Quantitative Methods in Educational Research	3	1,5	3	1,5				
	KA7_WG2, KA7_WG4, KA7_UW1, KA7_UO1, KA7_KK2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Qualitative Research Methods	3	1,5	3	1,5				
	total			8	4	8	4	0	0	0	0
MK_5 ELECTIVE CLASSES	KA7_WK5, KA7_WK7, KA7_UO3, KA7_UU1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Elective subject (to be decided by the Dean)	2	1	2	1		2		2
	total			2	1	2	1	0	2	0	2

MK_6 DIPLOMA WORK	KA7_WG4, KA7_WG5, KA7_WG6, KA7_WK3, KA7_WK8, KA7_UW1, KA7_UW2, KA7_UK3, KA7_UO1, KA7_UO3, KA7_KO1, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	MA Seminar	13	6,5	13	6,5				13
			total	13	6,5	13	6,5	0	0	0	13
MK_7a SPECIALIZATION CULTURAL ANIMATION	KA7_WG6, KA7_WK7, KA7_UW1, KA7_UO2, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Anthropology of Everyday Life	2	1	2	1				2
	KA7_WG4, KA7_WK8, KA7_UW1, KA7_UO1, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Virtual Ethnography	2	1	2	1				2
	KA7_WK1, KA7_WK3, KA7_UW2, KA7_UO4, KA7_UU2, KA7_KK2, KA7_KO1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Institutions of Cultural Animation	4	2	4	2				4
	KA7_WG7, KA7_WK2, KA7_UK2, KA7_UU3, KA7_KK3, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Media Communication	4	2	4	2				4
	KA7_WK3, KA7_UK1, KA7_KK1, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Media Studies	5	2,5	5	2,5				5
	KA7_WG5, KA7_WK4, KA7_WG8, KA7_WK8, KA7_UU1, KA7_UU2, KA7_KK4	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Methodology and Forms of Cultural Animation	4	2	4	2				4
	KA7_WK1, KA7_WK5, KA7_UW2, KA7_UK1, KA7_UU3, KA7_KO2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	New Media Technologies, Educational, Cultural and Social Practice	6	3	6	3				6
	KA7_WK3, KA7_WK7, KA7_UW2, KA7_UK3, KA7_UO4, KA7_UU2, KA7_KO1, KA7_KR1	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Cultural Animation Project	4	2	4	2				4
	KA7_WK1, KA7_WK2, KA7_UW1, KA7_UK1, KA7_UO2, KA7_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Sociology of Culture	5	2,5	5	2,5				5
	KA7_WK2, KA7_WK4, KA7_WK7, KA7_UK2, KA7_UO4, KA7_KK2, KA7_KR2	Educational methods, credits and other ways of verification are specified in part B of the syllabus for the academic year.	Selected Problems of Contemporary Culture	5	2,5	5	2,5				5
			total	41	20,5	41	20,5	0	0	0	41
TOTAL NUMBER OF ECTS points for ALL MODULES				120	60	120	60	0	6	0	58

* refers to the fields that are not assigned to the area of humanities or social sciences

III PROPORTIONAL INDICATORS (percentage)

1. Percentage share of ECTS points for the classes that require direct participation of teachers and students:	50%
2. Percentage share of ECTS points earned for elective modules (min. 30%):	47,50%
3. Percentage share of ECTS points earned for the classes conducted in a foreign language (in a total number of ECTS points envisaged by the study programme):	100,00%
4. Percentage share of ECTS points earned for the modules connected with practical vocational preparation, where students of practical educational profiles acquire practical skills and social	nie dotyczy
5. Percentage share of ECTS points earned for the modules connected with scientific research in the area of science related to the field of study,	51,67
6. Percentage share of ECTS points for each area of education assigned with the study programme (if learning outcomes determined for the educational programme have been distinguished from several areas of education) :	pedagogy 71% sociological sciences 9% psychology 6% philosophy 4% science about social communication and media 4% computer science 2% linguistics 1% legal sciences 1% science about culture and religion 1% science about health 1%

IV. CONDITIONS OF GRADUATION AND CONFERRED PROFESSIONAL TITLE

1. Admission to the diploma exam is conditional on: passing all the exams and receiving credits on all the modules within the study programme, writing a diploma thesis.
2. Diploma thesis defense
3. The graduate receives the master's degree upon meeting the requirements specified in items 1 and 2.

STUDY PROGRAMME – Part B

1. Name of the field of study: **PEDAGOGY**
2. Level of education: **SECOND CYCLE**
3. Educational profile: **GENERAL ACADEMIC**

MODULES' PROGRAMME CONTENT

MK_1 MODULE 1 GENERAL ACADEMIC

- 1) **Cultural Anthropology** – Cultural anthropology is a scientific field that has changed a lot in the past half century, mainly because of socio-cultural transformations connected with the spatiotemporal compression of the world, globalization, and postmodern reflection. The area of study of this discipline has expanded greatly. Nowadays, apart from its traditional focus on primitive communities, it covers a whole range of cultures of various types and levels. Therefore, not only classical anthropological schools (such as evolutionism, diffusionism, functionalism and structuralism) will be discussed during the lectures and classes, but also issues studied by new subdisciplines of cultural anthropology, such as the anthropology of gender, anthropology of the body, or anthropology of objects. The course will start with the issue of beginnings of culture in the Upper Paleolithic and Neolithic periods, and finish with the issues connected with contemporary cultural transformations in the context of globalization and postmodernism. The objective of the subject is to teach the students the basic terms of cultural anthropology, to provide them with instruments to analyze cultural phenomena in anthropological categories, to build their research curiosity and the awareness of cultural relativism.
- 2) **Foreign Language** – Expressions included in scientific publications, typical phrases, vocabulary, sentence structures and abbreviations. Writing skills – writing the abstract of the diploma thesis. Oral skills – the ability to convey specialist knowledge in the form of presentation and discussion participation. Deepening the knowledge of specialist vocabulary from different areas of pedagogy and psychology. Vocabulary and the ability to discuss issues connected with the academic circle, divisions of pedagogy and psychology, work and employment. Interview.
- 3) **Specialist Linguistic Skills** – Improving selected linguistic skills. Practising language skills: speaking, reading authentic texts. Elements of translation. Listening comprehension of original recordings. Acquisition and consolidation of vocabulary from a certain theme, e.g., emigration, unemployment, aging society, poverty and social exclusion, discrimination, social effects of the crisis, etc.
- 4) **Information Technology** – Assumptions of the concept of multimedia education as the basis for didactic planning and the creation of teaching materials: searching, verification, processing, use and propagation of digital contents; using modern technologies in the educational process. Legal aspects of information technology and data protection: data security and protection; copyright; types of software license, computer piracy vs intellectual property rights, models of distribution and protection of content in the new media. Creating and processing multimedia objects as digital teaching contents: processing of raster graphics, processing of vector graphics. Creating online materials in HTML technology: overview of the website structure; introduction to the HTML language; creating teaching materials based on HTML. Educational presentations in Flash technology: overview of Flash technology; using Flash technology to develop and present teaching materials. Designing and implementing

multimedia educational programmes and teaching units enriched with modern forms of visualization: SmartTech – Interactive whiteboard; programming in Scratch.

- 5) **Management of Intellectual Property Resources** – Basic terminology connected with the protection of intellectual property. Intellectual property and industrial property as intangible assets. Procedures of property protection – definitions and principles of the protection of intellectual property and copyright. Active protection of intellectual property. The importance of different techniques and ways of protecting individual property. Management of intellectual property vs management of knowledge. Management of intellectual property in research activity. Public support for the management of intellectual property.

MK_2 MODULE 2 BASIC

- 6) **Intercultural Communication** – The essence and goals of intercultural communication and interculturalism. Intercultural communication competence. Attitudes to cultural differences and knowledge on cultural diversity as an element of intercultural communication competence. The essence of cultural relativism and its role in education. From ethnocentrism to cultural symbiosis. Cultural identity of an individual as the factor determining intercultural communication competence. The concept of identification profile in identity analyses. Religious and ethno-national space in intercultural communication.
- 7) **Basics of Aesthetics** – Aesthetics as the philosophy of art and the reflection on the contemporary culture. The history of the concept of art. Defining the contemporary art. Aesthetic values in art and culture. Creative reception of art. Aesthetic experience. Kitsch.
- 8) **Social Pedagogy** – Genesis and development of social pedagogy. The subject, tasks and functions of social pedagogy. Areas of interest of social pedagogy. Current social problems in Europe and in Poland. The living environment of a contemporary human: the concept, characteristics, and transformations. Family as the living environment of a contemporary human. Transformations and characteristics of married and family life. Areas of family dysfunctions. Migrations abroad as global experiences: types, causes, characteristics and consequences of migration. Aspects of childhood in the contemporary world. Health education and its importance.
- 9) **Pedagogical Anthropology** – Pedagogical anthropology and its place in the system of pedagogical knowledge. Phenomenology in pedagogical anthropology. Philosophical concepts of a human. Symbolic systems. Culture and language. Religion from the perspective of pedagogical anthropology. Ethnicity. Pedagogical aspects in the context of cultural borderline.
- 10) **Social Psychology** – The object and place of social psychology among other social sciences. Social psychology vs social problems. Ethical problems in psychological research. Knowledge on the contemporary world: the way of mental reflection of the social world. Naive realism, the illusion of objectivism, the false consensus effect, the halo effect, self-fulfilling prophecy. Anchoring, accessibility, confirmation bias. Attribution theories, attribution bias. Attitudes. Relationship between attitudes and behavior. Persuasive models of shaping attitudes. Central and peripheral strategies of persuasion. Cognitive dissonance. The essence and ways of dissonance reduction. Cognitive dissonance vs the self-image. Engagement vs internal motivation. Conformism and submission. Interpersonal attractiveness. Affiliation motivation. Attraction: proximity effect and mere exposure effect. Physical attractiveness. The role of similarity in interpersonal attractiveness. Stereotypes and prejudices. Cognitive mechanisms of stereotype development. Personality, social and emotional sources of prejudice.

MK_3 MODULE 3 MAJOR

- 11) Intercultural Education** – Theoretical assumptions of intercultural education as a scientific subdiscipline and pedagogical activity. Multicultural education vs intercultural education. Objectives and assumptions of intercultural education. Definitions of culture useful in the theory of intercultural education. Cultural diversity in Poland and the idea of borderline. Cultural identity vs social identifications. The issue of identity from the perspective of intercultural pedagogy. Theories of cultural identity acquisition in the situation of culture change. Attitudes to cultural diversity. The concepts of acculturation, accommodation, assimilation, adaptation and conversion. The problem of intercultural conflict. Intercultural communication.
- 12) Directions of Education in the 20th Century Pedagogy** – Factors determining the development of directions of education. Classification of directions in 20th century pedagogy. From philosophical pedagogy to empirical pedagogy. A breakthrough in pedagogy: the Progressive Education movement and its representatives. Critique of the traditional school: Ellen Key's manifesto "The Century of the Child". Theoretical trends in Polish 20th century pedagogy. New trends of the latest decades. Differentiation and integration processes in educational sciences.
- 13) General Pedagogy** – The language of pedagogy: an attempt to build a system of categories of variations of contemporary pedagogy in the context of traditional pedagogy mind map. Origin and evolution of the identity of pedagogy. Changes in the relationship between educational theory and practice. The multiplicity of contemporary pedagogical approaches and their varied reception. Philosophical (ontic and axiological) problems of education. Theoretical and methodological problems of research on educational processes (and educational discourses).
- 14) Comparative Pedagogy** – Comparative pedagogy as an autonomous field of study, its subject, objectives, tasks and functions. Basic concepts of comparative pedagogy and relations between them. Theoretical assumptions and methodological foundations of international comparative analyses. International comparative studies: types, kinds and results of analyses of education around the world. Indices of development of modern educational systems. Educational policy vs the development of modern educational systems. Educational models around the world: compulsory, secondary and higher education. Educational reforms around the world: determinants, assumptions, effects. Tendencies and directions of educational development in the society of advanced modernity. Education in neoliberal and socio-democratic social and political doctrine. Cultural and social context of functioning and development of contemporary education around the world.
- 15) Modern Trends in Didactics** – Changes in didactics as a science. Changes in educational teleology and changes in teaching contents. Towards multiple paradigms in didactics. Teaching styles and learning patterns. Active learning environment. The use of information and communication technology in education. Self-education as the basic process in the course of development of the idea of continuous education. The idea of didactic projects in education. New research areas concerning school failures. Neurodidactics – a chance for successful learning. Education vs contemporary and future challenges. Towards higher quality of academic education. Evaluation of educational effects.

MK_4 MODULE 4 METHODOLOGICAL

- 16) Research Design in Social Sciences** – The concept of method, scientific methodology, and social research methodology. Scientific knowledge vs doxal knowledge. The concept and types of research. Genesis and development of the concept of studying social phenomena. Methodological basis of contemporary social sciences. Combining quantitative empirical

research with qualitative empirical research. The concept of paradigm in science development. The concept, characteristics and functions of a scientific theory. Creating conceptual order. Stages of a study vs stages of social research procedure. Planning the research process in social sciences. The concept of research and its components. Ethics in scientific research Intellectual property and its protection. Plagiarism. Communicating the results of social research.

17) Quantitative Methods in Educational Research – Statistical methods in social sciences. Stages of a study in quantitative research. Subject matter and objectives of research. The essence, kinds and characteristics of research problems and hypotheses. The concept and kinds of variables and indicators in social sciences. Constructing instruments in survey-based research (with special consideration of a survey questionnaire). The relation between questions (items) in the questionnaire and the research problems. Ethical problems connected with instrument construction. Constructing online questionnaires. Basic statistical concepts. Characteristics of measurement scales: nominal, ordinal, divisional and relational. Transformation of scales. Saving quantitative research data in computer memory – the use of Excel and Google drive. Creating pivot tables. Graphic forms of data presentation. Correlation and functional relation. The conditions of application, calculation and interpretation of Pearson's correlation coefficient. Statistical inference. The use of non-parametric tests – test for independence 2, and parametric tests – t-Student test for two independent samples, t-Student test for two dependent samples.

18) Qualitative Research Methods – The specificity of qualitative research: assumptions, characteristics, opportunities and limitations. Ethical standards in qualitative research. The review of the main schools, research orientations, strategies and methods of qualitative research. Map of methodological views and approaches in qualitative research. Qualitative research design. Phases of carrying out a research project. Analysis and interpretation of empirical qualitative data. Reporting the results of qualitative research.

MK_5 MODULE 5 ELECTIVE CLASSES

19) Elective subject* (to be decided by the Dean)

MK_6 MODULE 6 DIPLOMA WORK

20) MA Seminar – The programme of seminar differs depending on research interests. Requirements pertaining to a scientific publication (diploma thesis): structure, language, content, formal and ethical aspects. Selection and use of sources. Bibliographic references. Preparation and analysis of individual methodological research concepts. Drawing up the research tools and preparing to field research. Preparation and analysis of the theoretical chapter presenting the studied problem in the light of source literature. The characteristics of original research results in the context of research problems. Preparing the empirical part of the work, including the characteristics of the study area, the sample, the institution, discussion of the results of data analysis, conclusions and appendices. Preparing the conclusions from the study and discussing the achievement of theoretical (cognitive) aims of the study. Preparing projects, programmes and proposals of specific activities in response to the practical aim of original research. Preparing and submitting for evaluation the first version of the master's thesis. Correcting the work and preparing the final version.

MK_7 MODULE 7 SPECIALIZATION CULTURAL ANIMATION

- 21) Anthropology of Everyday Life** – The subject presents basic knowledge concerning problems of anthropology of everyday life. During the classes, the students will learn the genesis, essence and selected examples of research on everyday life. The issues discussed in class will be i.a., the existential dimension of everyday life, anthropology of objects, and anthropology of food. Examples of cultural practices as part of everyday creativity will also be discussed. The objective of the course is to provide the students with instruments to interpret the cultural dimension of everyday life practices.
- 22) Virtual Ethnography** – The introduction to a new research method – virtual ethnography, which is becoming more and more popular with researchers. Netnography is the study of online communities with the use of a set of techniques and methods applied in classical ethnography. During the classes, the principles of carrying out traditional ethnographic research will be discussed. Then, on the basis of study reports and texts devoted to virtual ethnography, students will learn how to apply it in practice. The students will design their own research project that can be carried out using the netnography method.
- 23) Institutions of Cultural Animation** – The classes will discuss the specificity of operation of different cultural animation institutions. They include meetings with cultural animators working at institutions such as art galleries, museums and culture centers, as well as organizers of festivals, exhibitions and cultural, social and educational events. The students learn the specificity of creating selected artistic, cultural and social projects in institutions financed from the state budget, NGO projects, and individual projects.
- 24) Media Communication** – The goal of this subject is to familiarize the students with the problems of communication through the new media. The content of the course is the influence of technology on culture, the review of theories concerning the media and communication, with the emphasis on differentiation between old and new media, the problem of hybridization and the loss of genres in the new media, the problem of definition, classification, theory and language of the new media and the impact of new media on contemporary culture. The classes will include the discussion of phenomena connected with the contemporary media, such as convergence, remediation, cyber space, cyber culture, virtuality, hypertextuality, remix, autopresentation in the new media, as well as social and communication aspects of the new media. The classes are devoted to, i.a., the analysis of relationship between traditional and new media, the “copy-paste” syndrome and the culture of copying, decontextualization, online news releases, the professional/amateur relationship, new epistemology of the network, new institutionalism, virtual communities, media – politics – network relationships (media visibility, show and political marketing, scandal, informationism), the problem of media and violence culture (criminal news, moral panic, pornography of death, trivialization of evil), as well as alternative/diaspora media (online participation, media diasporas, e-mobilization, evolution of alternative media).
- 25) Media Studies** – The subject makes pedagogy students familiar with the basics of contemporary media studies, and gives them the basic skills of understanding, analysis and interpretation of media messages and their influence on the society on the basis of current media studies theories. The content of the subject is based on contemporary media studies literature. The classes have the form of discussion on selected theoretical issues as well as analyses and interpretation of media messages. The topics include i.a., issues such as the history of the media, elements of the communication process vs the creation and reception of a media message, media genres, language of the media, media manipulation and persuasion, the influence of the media, media sender and recipient, media economy and media industry, consumer as producer, remediation, the culture of convergence and remix, identity in the age of mediatization, creation and reception of the media image, definitions, classifications,

theories and language of the new media and their impact on the contemporary culture, cyber culture, cyber space, virtual reality, augmented reality, media in the cyborg era.

- 26) Methodology and Forms of Cultural Animation** – This subject meets the need to combine the reflection on culture with creative activity and shaping active attitudes. The students will learn to study and understand contemporary culture, use different artistic forms in social projects, and practically apply the knowledge when working with different groups. The topics discussed during the classes will be e.g., socio-cultural animation, a cultural animator, promotion of culture, phases of the animation process, kinds of cultural animation, community arts, relations between animation and arts, education, the new media, ethnography, and anthropology.
- 27) New Media Technologies and Educational, Cultural and Social Practice** – The objective of the subject is to enhance students' knowledge on the new media in the context of contemporary cultural, social and educational processes, to equip the students with the skills of comprehension and better analysis of new media phenomena, to allow them more competent understanding, analysis, and creation of cultural, social and educational contents in the new media. The course will include lectures concerning the specificity and evolution of new digital media and their application in the sphere of education, culture and social activities, as well as classes devoted to the analysis of the newest digital technologies and their specific applications in the above-mentioned areas.
- 28) Cultural Animation Project** – During the practical classes (workshop), the students will prepare a group animation activity project using different artistic and media fields. The project can be carried out in various areas such as video, photography, sound and music, DIY (creative DIY workshops), and social media (creating a multimedia story in social media). The project can be carried out by different teachers and can involve tutoring.
- 29) Sociology of Culture** – The course in sociology of culture is designed to complement the knowledge and skills acquired during the classes in cultural studies. Sociology of culture does not have precise boundaries or a fully crystallized object of study. Still, the issues important for this (sub)discipline are clearly those connected with contemporary symbolic culture, concerning e.g., symbolic codes, values, behavior patterns and attitudes. Designing the classes, we tried to choose issues that are significant and up to date (although this selection is unavoidably quite subjective). During the course, the students will learn the subject matter of sociology of culture, the basic terminology of this (sub)discipline, and will learn to distinguish between sociological knowledge and doxal knowledge. The objective of the classes is to develop the skills helping the students analyze the relations between social life and culture and to form the attitude focused on studying the rules underlying the contemporary symbolic culture. The course will also help develop sociological reflection and use it in critical analysis of cultural phenomena.
- 30) Selected Problems of Contemporary Culture** – Critical reflections on contemporary culture. Analysis of mass society from the perspective of J. Ortega y Gasset. Critical reflection of the representatives of the Frankfurt School: T. Adorno, M. Horkheimer, and H. Marcuse. M. Heidegger's culture critique. Critique of the “grand narrative” from the perspective of J.-F. Lyotard. The concept of the “simulacra culture” by J. Baudrillard. Reflection on the model of cultural dominance (the postmodernism model) according to F. Jameson and the concept of postmodernism by M. P. Davidson.

UNIVERSITY OF BIALYSTOK
STUDY PROGRAMME
COURSE: PEDAGOGY
level of education: second cycle
effective from the academic year 2019/2020
discipline: PEDAGOGY
educational profile: GENERAL ACADEMIC
form of study: FULL-TIME
Study plan approved by the Faculty Council on 11 April 2019

L.P.	MODULE NAME/ COURSE NAME	ECTS	exam after the semest er	credit after semest er	Number of classes								I year						II year						
													1 sem.			2 sem.			3 sem.			4 sem.			
					IN TOTAL	LECTURES	CLASSES	SEMINARS	LABORATORIES	FOREIGN LANGUAGE	SEMINARS/ PROSEMINARS	FIELD CLASSES	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	
1	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
MODULE 1 GENERAL ACADEMIC																									
1	Cultural Anthropology	5	2	2	30	15	15										15	15	5						
2	Foreign Language	2	2	2	30					30								30	2						
3	Specialist Linguistic Skills	3		3	30					30										30	3				
4	Information Technology	2		1	15				15					15	2										
5	Management of Intellectual Property Resources	1		2	5	5										5		1							
RAZEM		13			110	20	15		15	60				15	2	20	45	8		30	3				
MODULE 2 BASIC																									
6	Intercultural Communication	5	2	2	30	15	15										15	15	5						
7	Basics of Aesthetics	2		2	15	15											15		2						
8	Social Pedagogy	5	1	1	30	15	15							15	15	5									
9	Pedagogical Anthropology	2		2	15	15											15		2						
10	Social Psychology	5	1	1	30	15	15							15	15	5									
RAZEM		19			120	75	45							30	30	10	45	15	9						
MODULE 3 MAJOR																									
11	Intercultural Education	6	1	1	45	30	15							30	15	6									
12	Directions of Education in the 20th Century Pedagogy	4		4	30	15	15															15	15	4	
13	General Pedagogy	5	1	1	30	15	15							15	15	5									
14	Comparative Pedagogy	5	3	3	30	15	15													15	15	5			
15	Modern Trends in Didactics	4		3	30	15	15													15	15	4			
RAZEM		24			165	90	75							45	30	11				30	30	9	15	15	4

L.P.	MODULE NAME/ COURSE NAME	ECTS	exam after the semest er	credit after semest er	Number of classes								1 sem.			2 sem.			3 sem.			4 sem.		
					IN TOTAL	LECTURES	CLASSES	SEMINARS	LABORATORIES	FOREIGN LANGUAGE	SEMINARS/ PROSEMINARS	FIELD CLASSES	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS	LECTURES	CLASSES	ECTS
MODULE 4 METHODOLOGICAL																								
16	Research Design in Social Sciences	2		1	10	10							10		2									
17	Quantitative Methods in Educational Research	3		2	25	10	15									10	15	3						
18	Qualitative Research Methods	3		2	25	10	15									10	15	3						
RAZEM		8			60	30	30						10		2	20	30	6						
MODULE 5 ELECTIVE CLASSES																								
19	Elective subject*	2		3	15		15													15	2			
RAZEM		2			15		15													15	2			
MODULE 6 DIPLOMA WORK																								
20	MA Seminar	3		2	60						60			30			30	3						
	MA Seminar	10		4	60						60									30			30	10
RAZEM		13			120						120			30			30	3		30			30	10
MODULE 7 SPECIALIZATION CULTURAL ANIMATION																								
21	Anthropology of Everyday Life	2		4	15		15															15	2	
22	Virtual Ethnography	2		3	15		15													15	2			
23	Institutions of Cultural Animation	4		2	30		30										30	4						
24	Media Communication	4		4	30	15	15															15	15	
25	Media Studies	5	1	1	30	15	15												15	15	5			
26	Methodology and Forms of Cultural Animation	4		3	30	15	15												15	15	4			
27	New Media Technologies, Educational, Cultural and Social Practice	6		4	45	15	30															15	30	
28	Cultural Animation Project	4		4	30		30																30	
29	Sociology of Culture	5	3	3	30	15	15						15	15	5									
30	Selected Problems of Contemporary Culture	5	3	3	30	15	15												15	15	5			
RAZEM		41			285	90	195						15	15	5		30	4	45	60	16	30	90	
OGÓŁEM		120			875	305	375		15	60	120		100	120	30	85	150	30	75	165	30	45	135	
													liczba egz./zal.											
													5	7		3	10		3	8			6	

* Elective subject (to be decided by the Dean)