## Module/Course Card

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| Filled in by the Study Programme Committee | Module (course block) name:  **COURSE IN THE MAJOR FIELD OF STUDY** | | | | | | Module code: C | | |
| Course name:  **Educational Psychology** | | | | | | Course code: C/18 | | |
| Organisational unit conducting the course/module:  **INSTITUTE OF PEDAGOGY AND LANGUAGES** | | | | | | | | |
| Study programme: **PSYCHOLOGY – uniform Master’s degree programme** | | | | | | | | |
| Specialty: **Pedagogical Psychology/ Clinical and Health Psychology** | | | | | | | | |
| Mode of study:  **Full-time** | | | Study profile:  **PRACTICAL** | | | Study Cycle:  **uniform Master’s degree programme** | | |
| Year/semester:  **II/3** | | | Course/Module status:  **Obligatory** | | | Course/Module language:  **POLISH/ENGLISH** | | |
| Form of tuition | lecture | class | | laboratory | project | | seminar | other  (indicate) |
| Course load (hrs) | **30** | **30** | |  |  | |  |  |

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| Course/Module coordinator \* | dr Anna Zdolska-Wawrzkiewicz |
| Lecturer\* | dr Anna Zdolska-Wawrzkiewicz, dr Magdalena Gliniecka-Rękawik |
| Course/Module objective | Familiarizing students with the concepts of education from the perspective of psychology. Developing skills in designing corrective and preventive actions and coping with educational situations. Developing skills and attitudes in students that support the creation of an appropriate educational environment. |
| Course/Module entry requirements | None |

*\* Changes regarding the course coordinator or lecturer are administered by the Director of the Institute following approval by the Vice Rector for Education. The new coordinator and lecturer both confirm becoming acquainted with the contents of the course card.*

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| **LEARNING OUTCOMES** | | |
| Learning outcome/ group of outcomes number | Learning outcome description | Study programme learning outcome code |
| 01 | The student knows and understands issues in the field of educational psychology and its connections with other fields of psychology. | PS\_W01  PS\_W02 |
| 02 | The student knows and understands issues related to psychological processes related to upbringing and the development needs of the pupil in relation to preventive and therapeutic activities. | PS\_W04  PS\_W05 |
| 03 | The student possesses a developed ability to perceive, understand and interpret phenomena occurring in various educational environments and to apply research methods to diagnose them. | PS\_W07  PS\_W11  PS\_W12 |
| 04 | The student is able to pragmatically and analytically apply psychological knowledge in the context of promoting the health and life competences of the pupil in preventing educational difficulties, and assess its effectiveness. | PS\_U01  PS\_U02  PS\_U03 |
| 05 | The student is aware of the need for continuing education in the profession of psychologist and personal development, and is able to expand knowledge and skills in this area. | PS\_K01  PS\_K02 |
| 06 | The student is ready to carry out various professional tasks in the field of educational psychology and to undertake professional team tasks, also in cooperation with specialists from other disciplines. | PS\_K03  PS\_K04 |

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| **COURSE CONTENT** |
| **Lecture** |
| 1. Educational psychology as a theoretical and applied science, main tasks, basic concepts and models.  2. Elements of the educational process - goals, educational interaction between the educator and the pupil. The pupil as a subject of educational interactions  3. Educational environments - a systemic approach: their role, mutual dependencies and influence on the development and shaping of personality in adolescence.  4. Social roles and the educational process. Family as the basic educational environment.  5. Educational styles and practices, parental attitudes - definitions, typologies, effects of specific styles  6. Psychological needs and the process of socialization of the child  7. Methods of educational interactions  8. Educational errors  9. Educational difficulties  10. Personal and social resources. Family resilience  11. Educational aspects of the use of digital media by children and adolescents - selected threats and possibilities of supporting development |
| **Classes** |
| 1. Types and characteristics of an effective educator.  2. Direct and indirect educational influences – ways of exerting and processing.  3. Developing one's own educational competences in a person-centered approach.  4. Organizing psychological workshops for students and parents.  5. Selected problems of practical educational psychology: practical educational psychology, e.g. (1) career counseling, (2) education in minority groups, (3) civic and environmental education, (4) health education, (5) sexual education, (6) digital hygiene, (7) addiction prevention, (8) conflicts in educational practice.  6. Recognizing and predicting the effects of processes and phenomena occurring in the family environment.  7. Recognizing educational problems in selected developmental periods. Educational communication.  8. Tools in education. Educational interventions in selected developmental periods.  Supporting the development of life skills and strengthening the resources of students and their parents |
| Laboratory |
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| Project |
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| **Seminar** |
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| **Other** |
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| Basic literature\* | * Liberska, H., Trempała, J. (2020). *Psychologia wychowania. Wybrane problemy.* Wydawnictwo Naukowe PWN. * Poraj, G., & Poraj-Weder, M. (2018). Agresja pomiędzy rodzeństwem – ciemna strona socjalizacji w rodzinie?. *Psychologia Wychowawcza,* 56(14), 155-172. https://doi.org/10.5604/01.3001.0012.8287. * Przetacznik-Gierowska M., Włodarski Z. (2015). *Psychologia wychowawcza*, PWN. * Brzezińska, A (2000). *Psychologia wychowania.* W: J. Strelau (red.), Psychologia. Podręcznik akademicki. Gdańsk, GWP. * Kaleta K., Mróz J. (2010). *Psychologiczne aspekty trudności w wychowaniu dzieci z zaburzeniami rozwoju i zachowania*. ZNP. * Szczurkowska, J., Mazur, A. (2013). *Wokół roli i zadań pedagoga i psychologa w szkole.* ZNP. |
| Supplementary literature\* | * Gordon, T. (2007). *Wychowanie bez porażek w szkole.* Warszawa, Instytut Wydawniczy PAX. * Mazlish, E. i Faber, A. (2006). *Jak mówić, żeby dzieci nas słuchały. Jak słuchać, żeby dzieci do nas mówiły*. Media Rodzina. * Katra, G., (2018). Pozytywne i negatywne zachowania ryzykowne młodzieży a środowisko wychowawcze i wybrane cechy indywidualne. *Psychologia Wychowawcza*, *52*(10), 7–31. * Kaźmierczak, M., Lewandowska-Walter, A. (red.). (2023). *Rodzina w cyklu życia – rozwój, zmiana, kryzysy*. Wydawnictwo Liberi Libri. <https://doi.org/10.47943/lib.9788363487638> * Zawadzka A. M., & Niesiobędzka, M. (2017). *Tajemnice reklamy. O tym jak reklama wpływa na dzieci i młodzież*. Wydawnictwo Liberi Libri |
| On-site teaching methods | • Interactive lecture, discussion, case study analysis, group work |
| Teaching methods employing online techniques |  |

\* *Literature may be changed following approval by the Director of the Institute*

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| Learning outcomes verification methods | | | | | Learning outcome/ group of outcomes number |
| • Active participation, speaking during classes, individual and group work | | | | | 01,02,03,04,05, 06, |
| Analysis of the problem situation and analysis of case studies | | | | | 04,05,06, |
| Designing and conducting workshops on selected problems of educational psychology | | | | | 01,02,03,04,05 |
| Form and terms of awarding credits | Written exam  Passing exercises: group work - designing and conducting a 45-minute workshop during classes, addressed to students or parents, on issues related to practical educational psychology, e.g. (1) career counseling, (2) education in minority groups, (3) civic and environmental education, (4) health education, (5) sexual education, (6) digital hygiene, (7) addiction prevention, (8) conflicts in educational practice. | | | | |
| **STUDENT WORKLOAD** | | | | | | |
| Type of activity/tuition | | | Number of hours | | | |
| Total | Including activities related to practical professional preparation | Including activities which involve application of online teaching methods and techniques | |
| Participation in lectures | | | 30 |  |  | |
| Independent study | | | 20 | - |  | |
| Participation in classes, laboratories, workshops, seminars | | | 30 | 20 |  | |
| Preparation for classes | | | 25 | 15 |  | |
| Preparation of a project, essay, etc. | | | 25 | 20 |  | |
| Preparation for examination/credit awarding test | | | 15 | 10 |  | |
| Participation in consultation hours | | | 5 |  |  | |
| Other | | |  |  |  | |
| **TOTAL student workload in hours** | | | 150 | 65 |  | |
| **Number of ECTS credits for the course** | | | **6** | | | |
| Number of ECTS credits relevant to practical professional education | | | **2,6** | | | |
| Number of ECTS credits related to distant learning (learning based on methods and techniques of online education)[[1]](#footnote-1) | | | **0** | | | |
| Number of ECTS credits for classes which require direct participation of lecturers | | | **3,2** | | | |

1. In the case of classes oriented at developing practical skills, distant learning methods and techniques may be employed as auxiliary ones. [↑](#footnote-ref-1)