**Module/course card**

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| Filled in by the Study Programme Committee | Module (course block) name: **FIELD OF STUDY COURSES** | Module code: C |
| Course name: **SOCIAL PEDAGOGY** | Course code: C/20 |
| Organisational unit conducting the course/module: **INSTITUTE OF PEDAGOGY AND LANGUAGES** |
| Study programme: **PEDAGOGY** |
| Specialty:**PROTECTIVE-EDUCATIONAL PEDAGOGY AND FAMILY SUPPORT/ PROTECTIVE-EDUCATIONAL PEDAGOGY AND RESOCIALIZATION OF MINORS** |
| Mode of study:**FULL TIME** | Study profile:**PRACTICAL** | Study cycle:**FIRST CYCLE** |
| Year/semester: **III/6** | Course/module status:**OBLIGATORY** | Course/module language:**ENGLISH** |
| Form of tuition | lecture | class | laboratory | project | seminar | other (indicate) |
| Course load (hrs) | **15** | **15** |  |  |  |  |

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| Course/Module coordinator \* | Prof. dr hab. Marek Sokołowski |
| Lecturer\* | Prof. dr hab. Marek Sokołowski |
| Course/Module objective | * To familiarize students with the origin, development and formation of social pedagogy and with its basic concepts and categories as a discipline
* To familiarize students with the basic problems of multiculturalism in Europe, both in the historical and contemporary context, and to discuss possible pedagogical responses to them.
* To develop the ability to interpret, analyse and notice selected socio-educational problems occurring in the child's (human) educational environments/institutions, as well as to construct one's own solution strategies.
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| Entry requirements | Basic knowledge in the field of pedagogy and sociology. |

\* The Director of the Institute may change the course coordinator or the lecturer following approval by Deputy Rector for Education. The new course coordinator as well as the lecturer confirms familiarity with the course card contents.

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| **LEARNING OITCOMES** |
| Learning outcome/ group of outcomes number | Learning outcome description | Study programme learning outcome code |
| 1. | The student knows and understands the terminology of social pedagogy and its connections with other disciplines and scientific subdisciplines. | K\_W01 |
| 2. | The student knows and understands selected facts that constitute knowledge concerning the place of social pedagogy, its objective and methodological connections with other scientific disciplines. | K\_W02  |
| 3.  | The student knows and understands the fundamental dilemmas of modern civilization and issues related to care, upbringing and education, their social and cultural foundations. The student lists examples of Europe's cultural diversity in the historical and sociological context | K\_W03 |
| 4. | The student is able to use their knowledge to analyse and interpret selected socio-educational problems (including marginalisation and exclusion). They are able to use theoretical knowledge in the field of social pedagogy and related disciplines to analyse social, educational, educational, care and assistance problems in professional practice. | K\_U01K\_U02 |
| 5. | The student is able to analyse human behaviour (including their own), diagnose it and construct practical actions in order to tackle social problems and threats, also in relation to the issues of multiculturalism. | K\_U06K\_U08 |
| 6. | The student engages in discussion of the problems of social ties between socio-educational environments/institutions, expresses their own opinions on these issues and engages in solving selected environmental problems. | K\_K02 |
| 7. | The student is ready to critically evaluate their knowledge and class content to which they are exposed, improve their skills, and set directions for their own development.  | K\_K01 |

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| **COURSE CONTENT** |
| **Lecture** |
| 1. Social pedagogy as a subdiscipline of general pedagogy. Social pedagogy vs. sociology of education and social work. Differences and similarities.
2. Founders of the Polish school of social pedagogy: Helena Radlińska, Aleksander Kamiński, Florian Znaniecki, Ryszard Wroczyński).
3. Concepts of social pedagogy: social environment and space, social forces, trust, care, support, prevention, social service.
4. The family as the first educational environment of the child to shape the system of values and attitudes.
5. Alternative forms of family life in the modern world. Typology of families.
6. Peer group: organization, structure, functions.
7. Human, cultural, social capital (approaches: Basil Bernstein, Pierre Bourdieu).
8. Selected care and educational institutions in Poland.
9. Social pedagogy in the face of the challenges of posed by the present time and by combination of poverty, unemployment, homelessness.
10. The experience of crisis (of authority, the world of values, bonds, institutions) as an issue to address by social pedagogy.
11. The influence of the media on human development.

*. Each lecture is followed by a discussion on the presented content. Students' activity is rewarded. The lecturer takes on the role of a moderator of the discussion. Original proposals for solutions to a given issue raised during the lecture are proposed.* |
| **Classes** |
| 1. Social and cultural capital: social advancement and educational opportunities, prestige and authority.
2. Selected youth subcultures in Poland. Does rebellion pass?
3. Selected aspects of leisure time. Are we allowed to be bored?
4. The concept of "Other" in the social sciences. Stereotypes and prejudices – analysis of selected examples.
5. Feminism in Poland as a new (?) social movement.
6. LGBT+ community. Is there anything to be afraid of?
7. Femininity and education. "Glass ceiling" or learned helplessness of girls?
8. School in the conditions of multiculturalism: challenges of the present day – panel discussion.
9. Social pedagogy and refugees, emigrants, children of war.
10. Deviant behaviour at school. Causes-effects-prevention.
11. Suicides of children and adolescents as a subject of interest of social pedagogy.
12. The crisis of socialization and upbringing: cliques, gangs, backyard buddies.
13. Pathologies of everyday life: alcoholism, drug addiction, violence, self-destruction. Hate speech, online hate.
14. Selected socio-educational problems – original proposals for solutions.

*During classes, individually or working in groups, students prepare a project on a selected problem in the field of social pedagogy. Students carry out thematic tasks that are part of the block of classes, which develops their competences relevant to their ability to use expert knowledge and practise the interpretation of social phenomena that are characteristic of social pedagogy.* |
| Laboratory |
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| Project |
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| **Seminar** |
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| **Other** |
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| Basic literature \* | Tadeusz Pilch, Irena Lepalczyk (red.), *Pedagogika społeczna. Człowiek w zmieniającym się świecie*, Warszawa 1995.Ewa Marynowicz-Hetka (red.), *Pedagogika społeczna. Podręcznik akademicki*, t. 1-2, Warszawa 200602007.Danuta Lalak, Tadeusz Pilch (red.), *Elementarne pojęcia pedagogiki społecznej i pracy socjalnej*, Warszawa 1999.Kultura i edukacja: (konteksty i kontrowersje) / pod red. nauk. Witolda Jakubowskiego ; [aut. Bogna Bartosz et al.]. - Kraków Oficyna Wydaw. "Impuls", 2008. |
| Supplementary literature \* | Mariusz Cichosz, *Polska pedagogika społeczna w latach 1945-2003* (wybór tekstów źródłowych), t. 1-2, Toruń 2004.Krystyna Marzec-Holka (red.), *Społeczeństwo, demokracja, edukacja. Nowe wyzwania w pracy socjalnej*, Bydgoszcz 2000.Michael Winkler, *Pedagogika społeczna*, Gdańsk-Sopot 2009. |
| On-site teaching methods | Discussion, classes: project method (project presentation and discussion).Interactive lecture with multimedia presentation |
| Online teaching methods and techniques | In specific situations (e.g. pandemic or other threats or the need to refer to specialists from outside the university), online education using audiovisual techniques may be introduced. |

*\*Literature items 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 |
| Partial assessment: based on individual project preparation and presentation. | 5, 6. |
| Formative assessment: based on active participation in the discussion after the presentation of the project. | 7, 8. |
| Oral answer (in order to pass the course, it is necessary to know the issues discussed during the course and the content of the set readings). | 1, 2, 3, 4. |
| Form and terms of awarding credits | Final test. Active participation in classes and discussions. |

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| **STUDENT WORKLOAD** |
| Type of activity/tuition | Number of hours |
| Total  | Including activities related to practical professional preparation | Participation in classes conducted with the use of online teaching methods and techniques |
| Participation in lectures | 15 | - | 5 |
| Independent study | 10 | - |  |
| Participation in classes, laboratories, workshops, seminars | 15 | 5 |  |
| Preparation for classes | 14 |  |  |
| Preparation of an essay, project, etc. | 15 | 10 |  |
| Preparation for examination/credit awarding test | 5 |  |  |
| Participation in consultation hours | 1 | - |  |
| Other |  |  |  |
| **TOTAL student workload in hours** | 75 | 15 | 5 |
| **Number of ECTS credits for the course** | **3** |
| Number of ECTS credits relevant to practical professional education | **0,6** |
| Number of ECTS credits related to classes conducted with the use of online teaching methods and techniques | **0,2** |
| Number of ECTS credits for classes which require direct participation of lecturers | **2,2** |