Courses for Erasmus students
Institute of Pedagogy UMCS
Faculty of Pedagogy
2016/2017

L.p.	Course title	Academic cycle:	Hours of contact with teacher	ECTS	Language of instruction	Type of course	Lecturer
1)	Cognitive-behavioural therapy for teachers and students	graduate with a bachelor's degree	15	3	English	practical classes	Urszula Oszwa, Prof.
2)	Emotional intelligence and social skills	graduate with a bachelor's degree	15	3	English	practical classes	Urszula Oszwa, Prof.
3)	Chosen Social Problems as the Challenge for the Modern Social Work	graduate with a bachelor's degree	15	3	English	practical classes	Katarzyna Tarka, PhD
4)	Teaching in elementary school - a methodical approach	graduate with a bachelor's degree	45	5	English	practice	Beata Bednarczuk, PhD
5)	An introduction to Montessori pedagogy	graduate with a bachelor's degree	15	3	English	workshop	Beata Bednarczuk, PhD
6)	Analysis and elaboration of the preschool curriculum	graduate with a bachelor's degree	15	3	English	practice	Barbara Bilewicz-Kuźnia, PhD
7)	Theoretical and methodological perspectives of play	graduate with a bachelor's degree	15	3	English	practice	Barbara Bilewicz-Kuźnia, PhD
8)	Pre-school education. Methods of teaching and learning	graduate with a bachelor's degree	40	5	English	lecture: 5 practice: 25 workshop: 10	Barbara Bilewicz-Kuźnia, PhD

Module name	Cognitive-behavioural therapy for teachers and students
Erasmus code	011
ISCED code	
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	Basic psychological knowledge
ECTS points hour equivalents	Contact hours (work with an academic teacher) 15 Total number of hours with an academic teacher 15+5 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 70 Total number of non-contact hours 70 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3
Educational outcomes verification methods	1. 2000 word essay about: a) chosen CBT topic or b) CBT exercises in practice, respectively. 2. CBT poster
Description	The module covers the knowledge in the area of cognitive and behavioural psychology. It has been thought as both an introduction to cognitive-behavioural therapy and an application of CBT essential elements into practice for students of pedagogy and education. The aim of the module is to be able to better self-understand and help to understand others.
Reading list	Dryden W. (2003). Managing Low Self-Esteem. London: Whurr Publishes. Kabat-Zinn J. (2004). Wherever You Go, There You are: Mindfulness Meditation for Everyday Life Solso, R., MacLin, J. & MacLin F. (2006). Cognitive Psychology, Seventh Edition Wortman, J. & Loftus E. (2000). Psychology. Knopf.
Educational outcomes	KNOWLEDGE - student knows: 1. basic elements of CBT theoretical background 2. how CBT can help in educational area, both for teachers and students SKILLS - student is able to: 1. identify his/her unhelpful thinking habits and challenge them 2. apply vital CBT techniques in everyday life problems (anxiety, low mood, low self-esteem) ATTITUDES - student: 1. evaluates his/her self-esteem and tries to build a healthy self-esteem model based on CBT strategies
Practice	

Information about classes in the cycle

Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	Coursework - essay, poster
Comments	Contact: e-mail:ulaoszwa@wp.pl
Reading list	Dryden W. (2003). Managing Low Self-Esteem. London: Whurr Publishes. Kabat-Zinn J. (2004). Wherever You Go, There You are: Mindfulness Meditation for Everyday Life. Solso, R., MacLin, J. & MacLin F. (2006). Cognitive Psychology, Seventh Edition. Wortman, J. & Loftus E. (2000). Psychology. Knopf.
Educational outcomes	KNOWLEDGE - student knows: 1. basic elements of CBT theoretical background 2. how can CBT help in educational area, both teachers and students

	SKILLS - student is able to: 1. identify his/her unhelpful thinking habits and challenge them 2. apply vital CBT techniques in everyday life problems (anxiety, low mood, low self-esteem) ATTITUDES - student: 1. evaluates his his/her self-esteem and tries to build its healthy model based on CBT strategies
A list of topics	1. CBT theoretical background - links between thoughts, emotions and behaviour. 2. CBT in practice - essential elements; vicious cycles of anxiety, anger and low mood in CBT models – how to break them down. 3. Identifying unhelpful thinking habits. 4. Challenging distorted thinking. 5. Changing behaviours and unhelpful habits. 6. Mindfulness and relaxation - theory and practice. 7. Self-esteem model in cognitive-behavioural framework. 8. Low self-esteem - causes, factors and distorted habits. 9. Building healthy model of self-esteem: realistic expectations, balanced self-evaluation.
Teaching methods	Workshop, discussion, project, interactive lecture
Assessment methods	Coursework - essay, poster

Module name	**Emotional intelligence and social skills**
Erasmus code	011
ISCED code	
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	Basic general psychological knowledge
ECTS points hour equivalents	Contact hours (work with an academic teacher) 15 Total number of hours with an academic teacher 15+5 Number of ECTS points with an academic teacher 1 Non-contact hours (students' own work) 70 Total number of non-contact hours 70 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3
Educational outcomes verification methods	Emotional Intelligence Quiz and Poster
Description	The module covers the knowledge in the area of emotional intelligence and social competencies. Students will get familiarised with essential knowledge about brain mechanisms of emotional and social skills. They will discuss ways and factors of EI development in students at school. There will be opportunity to measure of EQ and find out how to improve social and emotional competencies for the sake of being more efficient teacher in the future.
Reading list	*Barbey, Aron K.; Colom, Roberto; Grafman, Jordan (2012). "Distributed neural system for emotional intelligence revealed by lesion mapping". Social Cognitive and Affective Neuroscience 9 (3): 265–272.* *Cavazotte, Flavia; Moreno, Valter; Hickmann, Mateus (2012). "Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance". The Leadership Quarterly 23 (3): 443–455.* *Mikolajczak, M.; Luminet, O.; Leroy, C.; Roy, E. (2007). "Psychometric properties of the Trait Emotional Intelligence Questionnaire". Journal of Personality Assessment 88: 338–353.* *Salovey, Peter; Mayer, John; Caruso, David (2004), "Emotional Intelligence: Theory, Findings, and Implications", Psychological Inquiry, 197–215.*
Educational outcomes	KNOWLEDGE - student knows: 1. what EI is and what models can explain emotional and social competencies 2. the potential ways of EI development and causes of its dusturbance. SKILLS - student is able to: 1. measure EQ 2. identify factors that are crucial for EI development ATTITUDES - student: 1. respects other people thoughts and reflexions 2. protects private and sensitive data.
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	Emotional Intelligence Quiz and Poster
Comments	Contact: ulaoszwa@wp.pl
Reading list	Barbey, Aron K.; Colom, Roberto; Grafman, Jordan (2012). "Distributed neural system for emotional intelligence revealed by lesion mapping". Social Cognitive and Affective Neuroscience 9 (3): 265–272. Cavazotte, Flavia; Moreno, Valter; Hickmann, Mateus (2012). "Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance". The Leadership Quarterly 23 (3): 443–455. Mikolajczak, M.; Luminet, O.; Leroy, C.; Roy, E. (2007). "Psychometric properties of the Trait Emotional Intelligence Questionnaire". Journal of Personality Assessment 88: 338–353. Salovey, Peter; Mayer, John; Caruso, David (2004), "Emotional Intelligence: Theory, Findings, and Implications", Psychological Inquiry, 197–215.
Educational outcomes	KNOWLEDGE - student knows: 1. what EI is and what models can explain emotional and social competencies 2. the potential ways of EI development and causes of its dusturbance. SKILLS - student is able to: 1. measure EQ 2. identify factors that are crucial for EI development ATTITUDES - student: 1. respects other people thoughts and reflexions 2. protects private and sensitive data.
A list of topics	1. Essentials of neural mechanisms of emotional and social skills. 2. EI development. 3. EQ methods of measurement. 4. Practical tasks demonstrating emotional skills factors (photo-language, Aesop's fables analysis, etc.) 5. Ability, mixed and trait models of EI. 6. Meta-analysis of crucial EI elements in own experience: self-awareness, self-regulation, social skills, empathy, motivation. 7.Criticism of EI concept and its values.
Teaching methods	Workshop, group discussion, interactive lecture
Assessment methods	Quiz, poster

Module name	**Chosen Social Problems as the Challenge for the Modern Social Work**
Erasmus code	011
ISCED code	-
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	-
ECTS points hour equivalents	Contact hours (work with an academic teacher) - 15 Total number of hours with an academic teacher - 30 Number of ECTS points with an academic teacher - 1 Non-contact hours (students' own work) - 60 Total number of non-contact hours - 60 Number of ECTS points for non-contact hours – 2 Total number of ECTS points for the module – 3
Educational outcomes verification methods	Class attendance, writing assignment regarding good practices in social inclusion
Description	This course aims at providing student with knowledge on practical aspects of chosen social problems as the challenge for the modern social work in Poland. They will get an insight into the activities conducted by Miejski Urząd Pracy (Municipal Labour Office), Dom Pomocy Społecznej (Social Welfare Home), Ośrodek Leczenia Uzależnień (Addiction Treatment Centre). Topics covered in this course include: a general introduction and overview of the social work at chosen social work problems such as: unemployment, older adults care, and alcohol and other drug treatment.
Reading list	Bera R., Czechowska-Bieluga M., Kanios A., Sarzyńska-Mazurek E. (2011), Providing equal development opportunities for children and youth at risk of social exclusion, Warszawa. Byra S., Chodkowska E. (ed.) (2013), Socio-pedagogical context of social marginalization, Lublin. Czechowska-Bieluga M., Sordyl-Lipnicka B. (2014), An Opportunity for Social and Employment Activation of Social Assistance Clients. An example of the effectiveness of a project implemented in Poland, "European Journal of Social Work". Davies J. S. (2005). The social exclusion debate: Strategies, controversies and dilemmas. Policy Studies, 2. Levitas R. (1998). The inclusive society? Social exclusion and new labour. London, England: Macmillan. Teater B. (2014), Contemporary Social Work Practice, A handbook for students, London, England: Open University Press.
Educational outcomes	KNOWLEDGE - on practical aspects of chosen social problems as the challenge for the modern social work in Poland. SKILLS – a general overview of the social work at chosen social work problems such as: unemployment, older adults care, and alcohol and other drug treatment. ATTITUDES – a good attitude to social work.
Practice	Discussion, exchange of information about social work

Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	Class attendance, writing assignment regarding good practices in social inclusion
Comments	tarka88katarzyna@gmail.com
Reading list	Bera R., Czechowska-Bieluga M., Kanios A., Sarzyńska-Mazurek E. (2011), Providing equal development opportunities for children and youth at risk of social exclusion, Warszawa. Byra S., Chodkowska E. (ed.) (2013), Socio-pedagogical context of social marginalization, Lublin. Czechowska-Bieluga M., Sordyl-Lipnicka B. (2014), An Opportunity for Social and Employment Activation of Social Assistance Clients. An example of the effectiveness of a project implemented in Poland, "European Journal of Social Work". Davies J. S. (2005). The social exclusion debate: Strategies, controversies and dilemmas. Policy Studies, 2. Levitas R. (1998). The inclusive society? Social exclusion and new labour. London, England: Macmillan. Teater B. (2014), Contemporary Social Work Practice, A handbook for students, London, England: Open University Press.
Educational outcomes	KNOWLEDGE - on practical aspects of chosen social problems as the challenge for the modern social work in Poland. SKILLS - a general overview of the social work at chosen social work problems such as: unemployment, older adults care, and alcohol and other drug treatment. ATTITUDES - a good attitude to social work.
A list of topics	1. Municipal Labour Office. 2. Social Welfare Home. 3. Addiction Treatment Centre.
Teaching methods	Practical classes
Assessment methods	Class attendance, writing assignment regarding good practices in social inclusion

Module name	**Teaching in elementary school - a methodical approach**
Erasmus code	011
ISCED code	
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours 45 Total number of hours with an academic teacher 45 Number of ECTS points with an academic teacher 1,5 Non-contact hours 105 Total number of non-contact hours 105 Number of ECTS points for non-contact hours 3.5 Total number of ECTS points for the module: 5
Educational outcomes verification methods	Written work
Description	The aim of the methodical course is to familiarize students with the specifics of work in elementary school, with Polish schools and classes organisation, with the diversity of activities organized in the school for pupils in early grades.
Reading list	Arends R. (1988), Learning to Teach, Random House. Gagne R.M., Briggs L.J. Wager W.W., (1988), Principles of instructional design, New York: Holt Rinehart and Winston. Kyriacou K (1997), Effective Teachig in Schools. Theory and Practice, Stanley Thorns (Publishers) Ltd, Asham A.F., Conway R.N.F. (1997), An introduction to cognitive education. Theory and applications, Routledge
Educational outcomes	KNOWLEDGE The student characterizes methods and forms of pupils activities organized at school SKILLS The student analyzes the process of education and prepares methodical comments ATTITUDES The student is critical of the analyzed classes
Practice	45 hours

Information about classes in the cycle

Website	
Educational outcomes verification methods	Written work
Comments	beata.bednarczuk@poczta.umcs.lublin.pl
Reading list	J. Brophy, Teaching, http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=125450&set=507482BF_0_77&gp=1&lin=1&ll=1 M. Boekaerts, Motivation to learn, http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=128056&set=50748271_1_193&gp=1&lin=1&ll=1 selected by students, appropriately to problems requiring comments
Educational outcomes	KNOWLEDGE The student explains the relationship between good practice and the attitude of the teacher`s reflection, criticism SKILLS The student organizes teaching situations, evaluates their usefulness ATTITUDES The student is critical of the analyzed classes
A list of topics	Behavioural and cognitive framework of learning. Direct and indirect methods to facilitate pupil learning. Evaluating pupil growth. Taking account of pupil differences. Observation and discussion: classroom learning environment; planning and preparation of work; different types of learning activities; teacher-pupil relationship; types of evaluation devices, guiding children, planning for

	teaching, factors influencing teacher work. Accompanying and assisting the teacher in his/her work
Teaching methods	observation, discussion, presentation
Assessment methods	The student has to spend 45 hours at school, observing children accompanying the teacher, preparing presentation about national (regional) topic

Module name	**An introduction to Montessori pedagogy**
Erasmus code	011
ISCED code	
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours 15 Total number of hours with an academic teacher 15 Number of ECTS points with an academic teacher 1 Non-contact hours 30 Total number of non-contact hours 30 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3
Educational outcomes verification methods	An essay
Description	The basic objectives of the subject are related to the familiarization of students with the theoretical foundations of Montessori education. The course of study explores Maria Montessori's educational philosophy, the meaning of four planes of development and the sense of the prepared environment.
Reading list	M. Montessori (1976), The secret of childhood, A Ballantine Book, The Random House Publishing Group, New York. P.P. Lillard (1996), Montessori today. Schocken Books, New York. P. Epstein, An Observer`s Notebook. Learning from Children with the Observation C.O.R.E., The Montessori Foundation, 2012
Educational outcomes	KNOWLEDGE The student recognizes pedagogical foundation in Montessori philosophy and practice SKILLS The student makes a critical analysis of examples of the original Montessori writings ATTITUDES The student reflects on the contemporary problems of education
Practice	

Information about classes in the cycle

Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	An essay
Comments	beata.bednarczuk@poczta.umcs.lublin.pl
Reading list	https://archive.org/details/absorbentmind031961mbp (Absorbent Mind) ww.google.pl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CFMQFjAE&url=http%3A%2F%2Fwww.arvindguptatoys.com%2Farvindgupta%2Fmontessori-new.pdf&ei=oydRVYCaAan_ygOR2IDYBA&usg=AFQjCNHCDOM4K6CDJXNgSsUjuZ-GLfUMVw (The Montessori method)
Educational outcomes	KNOWLEDGE The student recognizes pedagogical foundation in Montessori philosophy and practice SKILLS The student interprets the principles of Montessori pedagogy based on the knowledge of philosophy, psychology and pedagogy ATTITUDES The student reflects on the contemporary problems of education
A list of topics	Montessori's philosophy and method (the main characteristics). Fundamental principles of Montessori education illustrated by the movie: *Montessori in Action. Learning for life*. An analysis of the text: *Guidelines to operate Montessori school* by Nico van Ewijk. What makes Montessori method

	universal and applicable? The reception of the Montessori method in Poland. The reception of the Montessori method in Europe – Montessori Europe Association.
Teaching methods	Presentation, discussion, analysis of source texts
Assessment methods	attendance and an essay

Module name	**Analysis and elaboration of the preschool curriculum**
Erasmus code	011
ISCED code	
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours (work with an academic teacher): 15 Total number of hours with an academic teacher : 15 Number of ECTS points with an academic teacher : 1 Non-contact hours (students' own work): 75 Total number of non-contact hours : 75 Number of ECTS points for non-contact hours : 2 Total number of ECTS points for the module: 3
Educational outcomes verification methods	2000 word written work on analysis of 2 selected preschool curricula
Description	The aim of the course is to broaden students' knowledge on the analysis and construction of pre-school education programs, developing educational and methodological competence and creativity to pursue an active and creative education. Classes include issues relating to the characteristics of normative acts, analysis of the basic concepts of the subject, methods and forms of work in the nursery, the structure of educational programs, ways to create programs evaluation of the program, the types of program of preschool education and individual work.
Reading list	Illeris K., *The development of a comprehensive and coherent theory of learning*, European Journal of Education, vol. 50, No 1, 2015 Whitebread D, *Developmental psychology and early childhood education*, SAGE, London , 2012 *Aistear,* Early Childhood and Primary Education Early Childhood Education, Framework for early learning, National Council for Curriculum and Assessment, 2009. Podstawa programowa wychowania przedszkolnego dla przedszkoli, oddziałów przedszkolnych w szkołach podstawowych oraz innych form wychowania przedszkolnego, Rozporządzenie Ministra Edukacji Narodowej z dnia 30 maja 2014r. zmieniające rozporządzenie w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Dz.U. z dnia 18 czerwca 2014 r.). http://www.foundationyears.org.uk/eyfs-statutory-framework/ www.curriculumonline.ie, www.action.ncca www.citizensinformation.ie www.cso.ie www.npseo.pl. www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Framework_for_early_learning/

Educational outcomes	KNOWLEDGE
	    Student knows the elementary terminology used in pedagogy and its application within the preschool education
	SKILLS
	    Student is able to use the selected shots to theoretical analysis and forecasting of educational situations and analyze pedagogical strategies of practical actions in relation to a child in the preschool and early school
	    Student can customize tasks and adapt methods and content to the needs and abilities of children
	    Student is able to assess the usefulness of conventional methods, procedures and good practices for the implementation of tasks related to the design, conduct and evaluation of activities centered on the good of the child's development and education
	    Student can use basic theories to analyze, interpret and design of educational activities
	ATTITUDES
	    Students responsibly prepare for their work, designs and pedagogical activities

Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	2000 word written work on analysis of 2 selected preschool curricula
Comments	contact: barbara.bilewicz@poczta.umcs.lublin.pl
Reading list	Illeris K., *The development of a comprehensive and coherent theory of learning*, European Journal of Education, vol. 50, No 1, 2015 Whitebread D, *Developmental psychology and early childhood education*, SAGE, London , 2012 *Aistear,* Early Childhood and Primary Education Early Childhood Education, Framework for early learning, National Council for Curriculum and Assesment, 2009. Podstawa programowa wychowania przedszkolnego dla przedszkoli, oddziałów przedszkolnych w szkołach podstawowych oraz innych form wychowania przedszkolnego, Rozporządzenie Ministra Edukacji Narodowej z dnia 30 maja 2014r. zmieniające rozporządzenie w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Dz.U. z dnia 18 czerwca 2014 r.). http://www.foundationyears.org.uk/eyfs-statutory-framework/ www.curriculumonline.ie, www.action.ncca www.citizensinformation.ie www.cso.ie www.npseo.pl. www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Early_Childhood_Education/Framework_for_early_learning/

Educational outcomes	KNOWLEDGE
	    Student knows the elementary terminology used in pedagogy and its application within the preschool education
	SKILLS
	    Student is able to use the selected shots to theoretical analysis and forecasting of educational situations and analyze pedagogical strategies of practical actions in relation to a child in the preschool and early school
	    Student can customize tasks and adapt methods and content to the needs and abilities of children
	    Student is able to assess the usefulness of conventional methods, procedures and good practices for the implementation of tasks related to the design, conduct and evaluation of activities centered on the good of the child's development and education
	    Student can use basic theories to analyze, interpret and design of educational activities
	ATTITUDES
	Students responsibly prepare for their work, designs and pedagogical activities

A list of topics	1. Priorities issues in early child' education (uniqueness of child being, child's rights, legal regulations, acts, theory of learning). 2. The core curriculum and organization of preschool education in Poland and over the world. 3. The aims, priorities, educational principles, the place and the organization of preschool education in the light of core curricula. 4. The need for enriching the contents of the core curriculum and preschool education curricula with good practices ensuing from the analyses of legal acts from other countries and from the observation of different educational models, styles and solutions.
Teaching methods	analysis of source texts, documents and acts, presentation, discussion
Assessment methods	2000 word written work on analysis of 2 selected preschool curricula

Module name	**Theoretical and methodological perspectives of play**
Erasmus code	011
ISCED code	
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours (work with an academic teacher): 15 Total number of hours with an academic teacher : 15 Number of ECTS points with an academic teacher : 1 Non-contact hours (students' own work): 75 Total number of non-contact hours : 75 Number of ECTS points for non-contact hours : 2 Total number of ECTS points for the module: 3
Educational outcomes verification methods	active attendance and coursework , essay about: a) chosen topic or b) CBT practical exercises.
Description	The aim of the module is to acquaint students with the essence of play , to clarify the concept of entertainment and play distinction in its pure form, learning through play and teaching through play. Students learn the theories of fun: the atavistic, preparatory exercises, functional, respite, types of games and their characteristics, internal and external conditions of fun.
Reading list	Brown F. , Patte M., *Rethinking children's play*, Bloomsbury Academic , London, 2013 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Broadhead P., Burt A., *Understanding young children 's learning through play*, Routledge, Oxon 2012. Andrew M., *Exploring play for early childhood studies*, SAGE, London, 2012 Bruce T. *Learning through play*, Hoodder education , Oxon, 2011 Brock A., Dodds S., Jarvis P. Olusoga Y., *Perspectives on play . Learning for life*. Pearson, Edinburg , 2009.
Educational outcomes	KNOWLEDGE Student defines the notion of play. the types, features and functions playground, categorizes plays, defines the concept, origins and the importance of play in the light of some theory. SKILLS Student plans, presents and conducts various types of playing with children of preschool age, formulates and presents findings of the observed area, deliberately chooses and independently develops various types of play according to the individual needs of pupils. ATTITUDES Student interprets goals and results play, critically analyze core of play.
Practice	

Information about classes in the cycle

Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	active attendance and coursework , essay about: a) chosen topic or b) CBT practical exercises.
Comments	contact: barbara.bilewicz@poczta.umcs.lublin.pl
Reading list	Brown F. , Patte M., *Rethinking children's play*, Bloomsbury Academic , London, 2013 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Broadhead P., Burt A., *Understanding young children 's learning through play*, Routledge, Oxon 2012. Andrew M., *Exploring play for early childhood studies*, SAGE, London, 2012 Bruce T. *Learning through play*, Hoodder education , Oxon, 2011 Brock A., Dodds S., Jarvis P. Olusoga Y., *Perspectives on play . Learning for life*. Pearson, Edinburg , 2009.
Educational outcomes	

A list of topics	1. What is play?. Psychological, educational and playwork perspectives. Historical perspectives and principles.
	2. Value of play . Play deprivation. Understanding concepts of play. How play makes sense of learning and helps develop abstract ideas.
	3. Becoming oneself as a playful being and the growth of identity: looking outdoors and indoors.
	4. Play with object (treasure basket) and heuristic play - supporting children's play.
	5. Developing the pedagogy of play. From the new child to the masterplayer : playful progression from child –initiated activities.
	6. Observation in play.
Teaching methods	analysis of source texts, documents and acts, presentation, discussion
Assessment methods	written work

Module name	**Pre-school education. Methods of teaching and learning**
Erasmus code	011
ISCED code	
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours (work with an academic teacher): 40 Total number of hours with an academic teacher : 40 Number of ECTS points with an academic teacher : 1,33 Non-contact hours (students' own work): 110 Total number of non-contact hours : 110 Number of ECTS points for non-contact hours : 3,66 Total number of ECTS points for the module: 5
Educational outcomes verification methods	active attendance and coursework , 2 written works, e.g. essay about chosen topic, projects method or CBT practical exercises.
Description	The basic objectives of the subject are related to the familiarization of students with the theoretical foundations of preschool education. The course of study explores philosophy of great educators like Froebel, Piaget, Wygotski Malaguzzi, the meaning of children's activities like play, work and learning..
Reading list	Bruce T. *Early childhood education*, Hodder education, an Hachette Company London, NW13BH, 2011 Whitebread D, *Developmental psychology and early childhood education*, SAGE, London , 2012 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Elfer P., Goldschmied E. Selleck D. *Key person in the early years*, Routledge, Oxon, 2005 Bruce T., Louis S., Mc Call G. *Observing young children* SAGE, London, 2015
Educational outcomes	KNOWLEDGE Student knows the elementary terminology used in pedagogy and its application within the related disciplines, the basic theories of education, learning and teaching, understands the diverse conditions of these processes, has a basic knowledge of the structure and functions of the education system; purposes, legal, organization and functioning of educational institutions, educational, protective, therapeutic, cultural and assistance. SKILLS Student is able to solve common problems pedagogical and anticipate the impacts of specific pedagogical activities; is able to plan, implement and evaluate educational activities in selected areas of education, has a organizational skills to carry out the purpose of designing and making professional activity ATTITUDES Students prepare responsibly for their work, designs and pedagogical activities
Practice	

Information about classes in the cycle

Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Educational outcomes verification methods	active attendance and coursework , essay about: a) chosen topic or b) CBT practical exercises.
Comments	contact: barbara.bilewicz@poczta.umcs.lublin.pl
Reading list	Bruce T. *Early childhood education*, Hodder education, an Hachette Company London, NW13BH, 2011 Whitebread D, *Developmental psychology and early childhood education*, SAGE, London , 2012 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Elfer P., Goldschmied E. Selleck D. *Key person in the early years*, Routledge,

	Oxon, 2005 Bruce T., Louis S., Mc Call G. *Observing young children* SAGE, London, 2015
Educational outcomes	KNOWLEDGE Student knows the elementary terminology used in pedagogy and its application within the related disciplines, the basic theories of education, learning and teaching, understands the diverse conditions of these processes, has a basic knowledge of the structure and functions of the education system; purposes, legal, organization and functioning of educational institutions, educational, protective, therapeutic, cultural and assistance. SKILLS Student is able to solve common problems pedagogical and anticipate the impacts of specific pedagogical activities; is able to plan, implement and evaluate educational activities in selected areas of education, has a organizational skills to carry out the purpose of designing and making professional activity ATTITUDES Students prepare responsibly for their work, designs and pedagogical activities
A list of topics	1. Early childhood education traditions: what they are where they come from: different views of child (J. Piaget. L. Wygotski. J. Bruner, M. Montessorii,. F. Froebel. Regio Emilia approach); ten principles in modern context. 2. Child development and early years education: physical, cognitive, emotional, social development. 3. Pedagogy of early years – how to organize education. 4. Creating rich environments outdoors and indoors. Understanding young children's learning through play. 5. People who meter to child. 6. Key person approach for 3-5- year- olds. 7. Play , development and learning. 8. Diversity and inclusion. 9. Observation: why we observe children, how to observe children , commonly used observation techniques, observation and assessment within curriculum framework.
Teaching methods	analysis of source texts, documents and acts, presentation, discussion
Assessment methods	2 written work: active attendance and coursework , 2 written works, e.g. essay about chosen topic, projects method or CBT practical exercises.