

Module name	<b>Teaching in elementary school - a methodical approach</b>
Erasmus code	011
ISCED code	
Language of instruction	English
Website	<a href="http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm">http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm</a>
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	<a href="mailto:beata.bednarczuk@poczta.umcs.lublin.pl">beata.bednarczuk@poczta.umcs.lublin.pl</a>
Reading list	J. Brophy, Teaching, <a href="http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=125450&amp;set=507482BF_0_77&amp;gp=1&amp;lin=1&amp;ll=1">http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=125450&amp;set=507482BF_0_77&amp;gp=1&amp;lin=1&amp;ll=1</a> M. Boekaerts, Motivation to learn, <a href="http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=128056&amp;set=50748271_1_193&amp;gp=1&amp;lin=1&amp;ll=1">http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=128056&amp;set=50748271_1_193&amp;gp=1&amp;lin=1&amp;ll=1</a> 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

