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| COURSE TITLE | | Pedeutology |
| CREDITS | | 2 |
| LANGUAGE OF INSTRUCTION | | English |
| DEPARTMENT/FACULTY | | Faculty of Education and Psychology  Institute of Pedagogy UMCS |
| LECTURER(S) | | Małgorzata Samujło, PhD |
| COURSE OBJECTIVES | | |
| Students who successfully complete this course will have basic knowledge of pedeutology and problems of the teaching profession. Students will be able to list the areas of teacher research, give the characteristics of a good teacher and the tasks of teachers at school. | | |
| PREREQUISITES | none | |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS | | |
| 15 hours of practice  Classes: 2 x 2 hrs/w. | | |
| COURSE DESCRIPTION | | |
| The aim of the course is to familiarize students with pedeutology as a subdiscipline of scientific pedagogy (definition, subject, tasks, methods, development, areas of research). Issues to be discussed: relations between teachers and students and parents, personality of teachers, specifics of the teaching profession, teacher education and professional development. | | |
| METHODS OF INSTRUCTION | | Lecture |
| REQUIREMENTS AND ASSESSMENTS | | \* Attendance and active participation in classes  \*One test (multiple choice; true- false statements) |
| GRADING SYSTEM | | Success in this course depends on attending class regularly, actively participating in class.  **Test:** There will be one test. Students will be informed about them at least 2 weeks in advance. They will be based on a recommended reading. |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS | | |  |  | | --- | --- | | **Activity** | **Hours:** | | Practice | 15 | | Preparation for classes (Reading, homework etc.) | 30 | | Preparing for the test | 15 | | Total | 60 | | ECTS | 2 | |
| STUDY MATERIALS | | **PRIMARY OR REQUIRED BOOKS/READINGS:**  H. Kwiatkowska (2008), Pedeutologia, Warszawa.  [**https://teach.com/what/teachers-change-lives/**](https://teach.com/what/teachers-change-lives/)  F. Eres, T. Atanasoska (2011), OccupationalStress of Teachers: A Comparative Study Between Turkey and Macedonia, International Journal of Humanities and Social Science Vol. 1No. 7[Special Issue –June 2011] <https://s3.amazonaws.com/academia.edu.documents/4550396/9.pdf?response-content> disposition=inline%3B%20filename%3DOccupational\_Stress\_of\_Teachers\_A\_Compar.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20200304%2Fus-east-1%2Fs3%2Faws4\_request&X-Amz-Date=20200304T172223Z&X-Amz-Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=8a9283a7daa861663ebebd270bb146dee1283adaecd047e9b8649f8c626d5d18  **SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:**  A.-S. Antoniou, A. Ploumpi, M. Ntalla (2013), Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Strategies, Psychology, 2013. Vol.4, No.3A, 349-355, Published Online March 2013 in SciRes (<http://www.scirp.org/journal/psych>) https://www.scirp.org/html/29268.html |