**SYLLABUS 1**

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| COURSE TITLE | An introduction to Montessori pedagogy |
| CREDITS | 2 |
| LANGUAGE OF INSTRUCTION | English |
|  DEPARTMENT/FACULTY | Department of Didactics, Faculty of Education and Psychology |
| LECTURER(S) | Beata Bednarczuk, PhD. with post-doctoral degree |
| COURSE OBJECTIVES |
| Students who successfully complete this course will have a basic knowledge of and insight into:* The student lists the basic assumptions of the Montessori`s pedagogical system
* The student recognises the stages of child development in the approach of Maria Montessori
* The student explains the principles of organizing the environment that supports individual child development
* The student analyses the possibilities and barriers limiting the implementation of changes in educational practice
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| PREREQUISITES  | Knowledge in the basis of pedagogy and developmental psychology |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS |
|  15 hours of workshops, 5x3 hrs |
|  COURSE DESCRIPTION |
| 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 does make the Montessori method universal and applicable? Montessori vs. traditional teaching methods. The reception of the Montessori method in Poland. History of the Montessori method in Poland, including student`s poster creation: The portrayal of the Montessori child in Poland (based on an analysis of research). Study of the Website https://www.montessori-europe.com/: The reception of Montessori method in Europe – Montessori Europe Association. |
| METHODS OF INSTRUCTION | discussion, didactic film, reading assignments |
|  REQUIREMENTS AND ASSESSMENTS | \* One short presentation \* Final written essay |
|  GRADING SYSTEM | Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes. **Tests:** There will be one mini test during the term. Students will be informed about them at least 2 weeks in advance. They will be based on a recommended reading. Written essay/poster |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS  |

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| **Activity** | **Hours:** |
| Workshops | 15 hrs |
| Preparation for classes (Reading, homework etc.) | 15 |
| Preparing a presentation  | 10 |
| Revising for the test | 10 |
| Preparing essey/poster | 10 |
| Total | 60 |
| ECTS |  2 |

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| STUDY MATERIALS | **PRIMARY OR REQUIRED BOOKS/READINGS:**Montessori, M. The Montessori method, http://www.gutenberg.org/files/39863/39863-h/39863-h.htmMontessori, M. (1976). The secret of childhood. New York: A Ballantine Book, The Random House Publishing Group.Lillard, P.P. (1996). Montessori today. Schocken Books, New York.Extraordinary Woman, part 13, Maria Montessori, <https://www.youtube.com/watch?v=1Kuv0766wz8>**SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:** B. Bednarczuk (2019), Dignity of the Child in Research on the School of Maria Montessori. Assumptions and Manifestations, Prima Educatione, no 1. file:///C:/Users/Piotr/Downloads/6808-5925%20(2).pdfC. Healy Walls (2008), At the heart of Montessori, Original writing Ltd., Dublin |

 **SYLLABUS**

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| COURSE TITLE | Education in kindergarten and elementary school - a methodical approach (language kindergarten, primary school; Montessori multi-age classroom) |
| CREDITS | 5 |
| LANGUAGE OF INSTRUCTION | English |
|  DEPARTMENT/FACULTY | Department of Didactics, Faculty of Education and Psychology |
| LECTURER(S) | Beata Bednarczuk, PhD. with post-doctoral degree |
| COURSE OBJECTIVES |
| The student recognizes organizational procedures for documenting schoolwork The student documents and analyzes the ways of working of first-grade students observed at school distinguishes and describes the methods, procedures, forms, and principles of work with students used by the teacher, as well as evaluates their relevance, purpose, and effectiveness The student makes a reflection on the observed pedagogical activities  |
| PREREQUISITES  | Knowledge in the basis of pedagogy and developmental psychology |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS |
|  45 hours of workshops, 1x1 organizational meeting at kindergarten/school and 11x4 |
|  COURSE DESCRIPTION |
| Behavioral 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 teacher in his/her work. |
| METHODS OF INSTRUCTION | discussion, reading assignments, observation |
|  REQUIREMENTS AND ASSESSMENTS | \* One short presentation \* Final written essay |
|  GRADING SYSTEM | Success in this course depends on attending class regularly, actively participating in class, accompanying teacher`s work, making observations, preparing presentation for pupils, that concerns national (regional) topic  |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS  |

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| **Activity** | **Hours:** |
| workshops | 45 |
| Preparing a presentation  | 20 |
| Analysing children`s` activities during English lessons | 20 |
| Preparing a didactic task for children  | 20 |
| Reflecting observation | 15 |
| Preparing essey | 30 |
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| Total | 150 |
| ECTS |  5 |

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| STUDY MATERIALS | **PRIMARY OR REQUIRED BOOKS/READINGS:**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, RoutledgeJ. Brophy, Teaching, http://www.unesco.org/ulis/cgi-bin/ulis.pl?catno=125450&set=507482BF\_0\_77&gp=1&lin=1&ll=1M. 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**SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:** selected by students, appropriate to problems requiring comments. |

**SYLLABUS**

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| COURSE TITLE | The Montessori approach to early childhood science education |
| CREDITS | 2 |
| LANGUAGE OF INSTRUCTION | English |
|  DEPARTMENT/FACULTY | Department of Didactics, Faculty of Education and Psychology |
| LECTURER(S) | Beata Bednarczuk, PhD. with post-doctoral degree |
| COURSE OBJECTIVES |
| Students who successfully complete this course will have a basic knowledge of and insight into: * The student explains the “cosmic plan” of Maria Montessori
* The student describes the methodology of didactic and educational work in the field of pedagogy of Maria Montessori
* Student analysis teaching materials taking into account the requirements and characteristics of Montessori materials
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| PREREQUISITES  | none |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS |
|  Workshop 15 hrs, 5x3 hrs  |
|  COURSE DESCRIPTION |
| The methodology of learning about science takes the form of “Cosmic education” in the pedagogy of M. Montessori. Cosmic education provides a view of the world and humanity, describes the origin of life and its coherence. According to this concept, man is part of the Universe, i.e. a harmonious whole in which individual elements coexist in mutual dependencies. Cosmic education is more than just a subject, it is an educational and life philosophy. It covers many scientific disciplines: biology, botany, zoology, history, astronomy, content in the field of chemistry, mineralogy, etc. These disciplines are not separated, each of them raises interest in the world as a whole. Each shows facts and phenomena as part of one whole "cosmic plan". The objectives of learning about the socio-natural environment, specific content areas and methods of their methodical organization will be indicated. The vast field of the subject will be interpreted and against this background the task of the child and the adult. |
| METHODS OF INSTRUCTION | discussion, didactic film, reading assignments. Montessori material exercises |
|  REQUIREMENTS AND ASSESSMENTS | \* attendance and active participation in classes\*one test during the term covering the texts and workshops (multiple choice; true- false statements)\* one short presentation \* Final written paper: Montessori Great Lesson scenario  |
|  GRADING SYSTEM | Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes. **Tests:** There will one mini tests during the term. Students will be informed about them at least 2 weeks in advance. They will be based on a recommended reading. **Written essey:** There will at the end of the courseThe exam will cover the workshop material |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS  |

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| **Activity** | **Hours:** |
| Workshops | 15 |
| Preparation for classes (Reading, homework etc.) | 15 |
| Preparing a presentation  | 15 |
| Preparing a scenario | 15 |
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| Total | 60 |
| ECTS |  2 |

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| STUDY MATERIALS | **PRIMARY OR REQUIRED BOOKS/READINGS:**Grazzini, C. (2013). Maria Montessori’s Cosmic Vision,Cosmic Plan, and Cosmic Education. The NAMTA Journal. Vol. 38, No. 1. https://files.eric.ed.gov/fulltext/EJ1078117.pdfStephenson, S. M. (2015). Cosmic Education: The Child’s Discovery of a Global Vision and a Cosmic Task, NAMTA Journal, Vol. 40, No. 2. https://files.eric.ed.gov/fulltext/EJ1077084.pdfClarkson,M., J. (2006). Great lessons. MAEL.Montessori, M.(1989). To educate the human potential, Vol. 6. Oxford: Clio Press Ltd.Seldin, T., Raymond, D. (1981). Geography and History for the young child, Provo, Utah: Brigham Young University Press.**SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:**https://www.youtube.com/watch?v=XIcYNe0g\_RQ Science - Leaf Observation -Parts of the Leaf – Montessori |