**SYLLABUS**

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| COURSE TITLE | | Strengthening resilience in educational practice | |
| CREDITS | |  | |
| LANGUAGE OF INSTRUCTION | | English | |
| DEPARTMENT/FACULTY | | Faculty of Education and Psychology | |
| LECTURER(S) | | Dr Magdalena Boczkowska | |
| COURSE OBJECTIVES | | | |
| Students who successfully complete this course will have a basic knowledge of and insight into:  The student knows the basic terminology of the resilience concept.  The student has knowledge of the importance of resilience and its determinants in educational practice.  The student will be able to design activities to enhance student resilience.  The student demonstrates readiness to expand his knowledge and competence in the field of the role of resilience in education, as well as to undertake independent actions aimed at strengthening individual resilience. | | | |
| PREREQUISITES  none |  | | |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS | | | |
| 15 hours of workshops (3x5 h) | | | |
| COURSE DESCRIPTION | | | |
| The course is designed to introduce students to the concept of resilience, understood as the process of positive adaptation in the face of experiencing adversity or traumatic events. The main focus is to help students build skills and practices that will facilitate resilience in the teaching profession.  Special emphasis will be placed on the role of protective factors and risk factors for resilience. | | | |
| METHODS OF INSTRUCTION | | | Lecture, discussion, didactic film, reading assignments, quizzes, case studies |
| REQUIREMENTS AND ASSESSMENTS | | | \* Attendance and active participation in classes  \* One short presentation  \* Final written project |
| GRADING SYSTEM | | | At the second workshop meeting, students present multimedia presentations on topics assigned at least two weeks in advance related to the resilience concept.  At the third workshop meeting, students submit a credit paper including original exercises on resilience enhancement. |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS | | | |  |  | | --- | --- | | **Activity** | **Hours:** | | Lecture |  | | Workshops | 15 h | | Preparation for classes (Reading, homework etc.) | 15 h | | Preparing a presentation | 15 h | | Preparing written project | 15 h | | Total | 60 | | ECTS | 2 | |
| STUDY MATERIALS | | | **PRIMARY OR REQUIRED BOOKS/READINGS:**  Beltman, S., Mansfield, C., & Price, A. (2011). Thriving notjust surviving: A review of research on teacher resilience. Educational research review, 6(3), 185-207.  Gabryś, A., & Boczkowska, M. (2021). Difficulties Perceived by Polish Academic Teachers in Connection with the COVID-19 Pandemic: Predictive Role of Resilience. Kultura i Edukacja, (2 (132), 115-130.  Margo. L. Brewer, Gisela van Kessel, Brooke Sanderson, Fiona Naumann, Murray Lane, Alan Reubenson & Alice Carter (2019). Resilience in higher education students: a scoping review, Higher Education Research & Development, 38:6, 1105-1120, DOI:10.1080/07294360.2019.1626810  Masten, A. S. (2001). Ordinary magic: Resilience processes in development. American psychologist, 56(3), 227.  Masten, A. S., & Motti-Stefanidi, F. (2020). Multisystem resilience for children and youth in disaster: Reflections in the context of COVID-19. Adversity and resilience science, 1(2), 95-106.  Ostrowski, T. M., Piasecka, B., Gerc, K. (ed.) (2018). Resilience and Health. Challenges for Indyvidual Family and Community.  Jagiellonian University Press.  Ostrowski, T. M., Sikorska, I. (ed.) (2014). Health and Resilience. Jagiellonian University Press.  Wosnitza, M., Delzepich, R., Schwarze, J., O’Donnell, M., Faust, V., & Camilleri, V. (2018). Enhancing teacher resilience: From self-reflection to professional development. In Resilience in Education (pp. 275-288). Springer, Cham.  **SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:**  - |