## 1.3. Module/ course form

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| To be completed by Course Team | Module name : **A student and a teacher in the process of education** | Module code: |
| Course name: **A student and a teacher in the process of education** | Course code: |
| Faculty:**Education**  |
| Field of study:**Education** |
| Mode of study :**Stationary Studies** | Learning profile:**Practical** | Speciality:  |
| Year/ semester:  | Module/ course status:**Optional** | Module/ course language:**English** |
| Type of classes | lecture | lessons | lab | project | tutorial | other (please specify) |
| Course load  |  |  |  | **20** | **10** |  |

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| Module/ course coordinator  | **dr Irena Sorokosz** |
| Lecturer | **dr Irena Sorokosz** |
| Module/ course objectives | To introduce the student to school difficult situations and communication between pupils and teachers. |
| Entry requirements  | None |

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| **LEARNING OUTCOME** |
| Nr | LEARNING OUTCOME DESCRIPTION | Learning outcome reference |
| 1 | Students name difficult situations and describe them with reference to school determinants | K\_W11, K\_W12 |
| 2 | Students realize the necessity of effective communication between a pupil and a teacher as the condition for educational success | K\_U08,K\_U01 |
| 3 | Students manage to recognize difficulties and needs of a pupil. They understand the need for diagnosis and help to pupils with various difficulties | K\_K04,K\_K07 |
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| **CURRICULUM CONTENTS** |
| **Subjects of the Project** |
| 1. Verbal and non-verbal communication in the educational process. Communication blocks.
2. Situation as a behaviour indicator.
3. Personality as a behaviour indicator (extrovert, introvert, neurotic).
4. Pupils with learning difficulties.
5. Dyslexic pupils.
6. Pupils with behaviour disorder.
7. School conflicts (pupil-pupil, pupil-teacher).
8. School stress and the ways to overcome it.
9. Psychological and educational help in school.
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| Tutorial |
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| Basic literature |  |
| Additional literature | 1. Bogdanowicz M., Sayles H.A., Rights of dyslexic children in Europe. Harmonia, Gdańsk 2004.
2. Compas B.E., Orosan P.G., Grant K.E., Adolescent stress and coping: Implication for psychopathology during adolescence. Journal of Adolescence, 1993, 16, s. 331-349.
3. Cullinan D., Epstein M., Lloyd J., School behavior problems of learning disabled and normal girls and boys. Learning Disability Quarterly 1989 s. 163-169.
4. Fontana D., Psychology for Teachers. Published by Palgrave Macmillan, 1995
5. Golińska L., Reactivity, Type A behavior and emotional costs.[w:] Z. Juczyński, N. Ogińska- Bulik (red.) Health Promotion: A psychological perspective. University of Łódź 1996, s. 145-158.
6. Margalit M., Zak, I., Anxiety and self-concept of learning disabled children. Journal of Learning Disabilities 1984, 17, s. 537-539.
7. Rosenthal J.H., Self-esteem in dyslexic children. Academic Therapy 1973, 9, s. 27-39.
8. Spreen O., The relationship between learning disability, emotional disorders and neuropsychology some results and observations. Journal of Learning Disabilities 1989, 30, s. 228-237.
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| Teaching methods | Research and practical projects**.** |
| Assessment metod | Learning outcome number |
| Based on individual Project | K\_W11, K\_W12, K\_U08,K\_U01, K\_K04,K\_K07. |
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| Form and terms of an exam | Paper with the description of the project.  |

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| **STUDENT WORKLOAD** |
|  | Number of hours  |
| Participation in lectures |  |
| Independent study of lecture topics | 10 |
| Participation in tutorials, labs, projects and seminars | 30 |
| Independent preparation for tutorials\* | 50 |
| Preparation of projects/essays/etc. \* | 60 |
| Preparation/ independent study for exams |  |
| Participation during consultation hours |  |
| Other |  |
| **TOTAL student workload in hours** | 150 |
| **Number of ECTS credit per course unit** | **6** |
| Number of ECTS credit associated with practical classes |  |
| Number of ECTS for classes that require direct participation of professors  |  |