## 1.3. Module/ course form

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |  |

|  |  |
| --- | --- |
| 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 |

|  |  |  |
| --- | --- | --- |
| **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 |
| 4 |  |  |

|  |
| --- |
| **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. |
| Tutorial |
|  |

|  |  |
| --- | --- |
| 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |
|  | | |  |
|  | | |  |
| Form and terms of an exam | Paper with the description of the project. | | |

|  |  |
| --- | --- |
| **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 |  |