



EPTE Template

Module name	Pedagogy and Didactics
ECTS Credits	6 ECTS
Duration	14 weeks
Form of learning/teaching	Lectures, seminars, workshops...
Indicative workload	36 contact hours, 90 hours of self-study, integrated teaching practice of 24 hours for all modules
Module aims	<ul style="list-style-type: none"> • To perceive/observe and understand diversity and unity within the programme, concepts and educational systems in European countries and its changes, comparing similarities and differences: <ul style="list-style-type: none"> - the duration and specificity of education at various levels of education (educational system structure) – for example primary education, teacher’s education - structure and function of curricula - main concepts of education: <ul style="list-style-type: none"> → Formal - public, nonpublic, alternative (pedagogical models/development psychology) → Non formal - libraries, theatres, museums, hospitals, sport clubs, ludotecas (toy libraries), police, musical schools, parks, NGO, CRI - the most important and significant people for the different educational systems (in Poland: Janusz Korczak). • To perform system analysis of educational situations, comparing similarities and differences <ul style="list-style-type: none"> - Basic elements of educational system concerning curricula development: aims, contents, outcomes - Characterization of a learning environment (time, space, resources, group of children, their relationships) • To compare in terms of similarities and differences the processes of learning and teaching • To project/plan didactic situations using different theoretical approaches, based on the understanding of the features of different curriculum design levels (micro, mezzo, macro), understanding the key elements to build a plan: goals, learning outcomes, contents, time, space, actors, strategies, activities, resources and evaluation tools. • To develop interactive and team work skills in educational situations (among all the various actors of the educational process: other teachers, non-teachers, families, non formal education institutes: theatres, museums, libraries, sport clubs, etc), within a cooperative perspective. • To understand the teacher as an education professional, who develops himself personally, socially and professionally throughout his life. <p>All these aims must be mobilized through a reflective attitude taking into account their own national system and considering the acquired knowledge.</p>

Generic competences	<p>The student is able to</p> <ul style="list-style-type: none"> • reveal educational changes at European level as well as in respective national contexts • show diversity in terms of dialogue with other cultures and reflecting about values • distinguish features which unify Europeans, • identify a common ground for European education • improve language skills • improve intercultural skills • develop critical and creative thinking • develop aptitudes for reasoning and a solution-orientated way of thinking • develop tolerance
Specific competences	<p>The student is able to</p> <ul style="list-style-type: none"> • be reflexive as a precondition for good teaching practice and innovation - the base element of teacher competences • understand reflection as a personal attribute, as a basic category for regulating relations with the environment and the person himself (self-reflection). • evaluate the teaching process as well as go through self-evaluation • make system analysis, taking into account their own national system and identification of critical points of the system and their role in the formation of teacher reflection.
Learning and teaching approach	<p>Team work – small groups(4) with students from different countries Peer coaching - small groups (3/4) from different countries Debate, brainstorming, discussion panel, presentation, mind maps Work field – observe/cooperate in planned activities in educational realities</p>
Content	<p>Educational system structure Formal education/Non Formal Education Pedagogical models/ developmental psychology (Janusz Korczak, Montessori, Rogers, Vygotsky, Jena Plan, Freinet, Paulo Freire, Dewey, Decroly, Bronfenbrenner etc) Curricula development: aims, contents, outcomes Learning environment: time, space, resources, group of children, their relationships</p> <p>Processes of learning and teaching: Methodologies/strategies Pedagogic differentiation Levels of curriculum design: (i) macro /supranational/national, (ii) mezzo/local/school, (iii)micro/class</p> <p>Key elements to build a plan: goals, learning outcomes, contents, time, space, actors, strategies, activities, resources and evaluation tools</p> <p>Cooperation (i)Team work (ii)Team teaching (iii) Pedagogical team</p>

	<p>(iv) Leadership styles (v) Cooperative learning</p> <p>Teacher as an education professional Professional competences (comparative approach): Interpersonal competent, Pedagogic competent, Didactics competent, competent in professional content, competent in organization, cooperation with colleagues and cooperation with environment, Personal development and reflection</p> <p>Reflexive thinking (i) reflection before/in action/over action (ii) open mind, accept different points of view <i>For detailed contribution of content see appendix: Learning units</i></p>
Level	First cycle degree
Obligatory requirements	English B2
Status	Compulsory
Learning outcomes	<p>The student is able to</p> <ul style="list-style-type: none"> • achieve/mobilize knowledge of pedagogical terminology and apply terminology properly in various contexts. • present and explain the characteristics of selected European educational systems, and refer to the historical and socio-cultural context of their creation and transformation. • distinguish and evaluate elements of didactic/teaching situations and to extract critical points which influence the effectiveness of teaching – and then apply changes in his plans to increase the effectiveness of the teaching and facilitate the learning process. • make a critical analysis of teaching situations, its project/plan, operation and effects (pre-reflection, reflection in action, reflection over action) • cooperate in team work.
Form of assessment: Proposal	<p>One <i>Portfolio</i> for the whole course (worth 70%) and including:</p> <ul style="list-style-type: none"> - reflective diary (at least 4) - written feedback from peers/teachers - lesson plans (at least 2) - multimedia presentation (for example of school system) - educational project (team work) - essay <p>Final Test (30%) concentrated on knowledge and understanding content matters</p>
Grading	ECTS grades according to ECTS guidelines