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| FACULTY: | Faculty of humanities |
| FIELD OF STUDY: | Education |
| ERASMUS COORDINATOR OF THE FACULTY: | dr Dominika Liszkowska |
| E-MAIL ADDRESS OF THE COORDINATOR: | dominika.liszkowska@tu.koszalin.pl |
| COURSE TITLE: | Methods of care and educational work with a young child |
| LECTURER’S NAME: | mgr Dominika Mielniczuk-Bączek |
| E-MAIL ADDRESS OF THE LECTURER: | dominika.mielniczuk-baczek@tu.koszalin.pl |
| ECTS POINTS FOR THE COURSE: | 2 |
| COURSE CODE (USOS): |  |
| ACADEMIC YEAR: | 2025/2026 |
| SEMESTER:  (W – winter, S – summer) | S |
| HOURS IN SEMESTER: | 20 |
| LEVEL OF THE COURSE:  (1st cycle, 2nd cycle, 3rd cycle) | 2nd cycle |
| TEACHING METHOD:  (lecture, laboratory, group tutorials, seminar, other-what type?) | Analysis of texts, discussion, analysis of critical incidents (cases). Methods of creative problem solving.  Exercise and production methods. |
| LANGUAGE OF INSTRUCTION: | **• English full time scheme for classes with 5 and more International Erasmus+ students enrolled/accepted;**  **• English 50% individually with the teacher + Polish 50% with Polish students or individual project work- scheme for classes with less than 5 International Erasmus+ students enrolled/ accepted;** |
| ASSESSMENT METHOD:  (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other – what type?) | As part of the course credit will be evaluated:  1. Attendance and voice in the discussion at the exercises (25%); performance of practical tasks ordered as part of the exercises (25%), which will allow to verify the achievement of the assumed learning outcomes in skills and social competencies - assessment of the student's practical skills.  2. Preparation and presentation of an educational project or selected classroom technique (50%) - verification of learning outcomes in knowledge and skills.  Evaluation criteria for the selected classroom technique:  5.0 - at least 90% of the possible scores  4.5 - at least 85% of the possible points scored  4.0 - at least 80% of the possible points awarded  3.5 - at least 75% of the possible points scored  3.0 - at least 60% of the points available for scoring  2.0 - less than 60% of possible points  Evaluation criteria for the selected classroom technique:  5.0 - at least 90% of the possible points scored  4.5 - at least 85% of the possible points scored  4 - at least 80% of the possible points scored  3.5 - at least 75% of the possible points awarded  3 - at least 60% of the points available for scoring  2 - less than 60% of possible points  Evaluation criteria for practical tasks / project / presentation:  5.0 - the student independently, accurately, flawlessly developed the practical task / project / presentations according to the guidelines received.  4.5 - the student independently developed the practical task / project / presentations making single factual errors.  4.0 - the student independently developed a practical task / project / presentations with minimal support from the teacher committing single factual, methodological and formal-language errors.  3.5 - the student attempted to develop a practical task / project / presentation with the support of the teacher, developed the project, commits factual, methodological and formal-language errors.  3.0 - the student attempted to develop a practical task / project / presentation with significant support from the teacher, developed the project, makes significant factual, methodological and formal-language errors.  2.0 - the student does not attempt to develop a practical task / project / presentation even with the support of the teacher.  The student must collectively obtain a minimum of 60% of the points for a sufficient grade.  The process of students' acquisition of social competence is assessed by direct observation of their activity during classes (students' participation in discussions, involvement in the study process, commitment and skills of group work, willingness and ability to expand knowledge). |
| COURSE CONTENT: | 1. Construction of basic concepts of care pedagogy (care, upbringing, interpersonal care, upbringing through care, care upbringing, supra-subjective needs, caregiver responsibility).  2. Care as action (preventive, intervention, compensatory). Principles of caring action;  3. Specifics and forms of care in different educational environments.  4. Diagnosis of the needs and resources of the young child.  5. Methods of care work with a young child, including a child with developmental disorders - elements of therapeutic methods aimed at stimulating the development of children with special needs.  6. Building relationships in care and educational work.  7. Family environment as a factor conditioning the development of the young child.  8. Creation and evaluation of individual care and educational plans. |
| ADDITIONAL INFORMATION: |  |

mgr Dominika Mielniczuk-Bączek

31.03.2025r.

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