

## OFERTA

zajęć fakultatywnych  
na kierunku **pedagogika** studia **drugiego stopnia** niestacjonarne  
do realizacji w roku akademickim **2025/2026**

### I rok, rocznik 2024-2025

Student/-ka I roku wybiera z oferty do realizacji w semestrze zimowym 2025/2026:

- **jeden fakultet 12-godzinny (2 ECTS) z obszaru tematycznego Problemy współczesnej edukacji – konwersatorium w języku obcym – 2 do realizacji**

Student/-ka wybiera z oferty do realizacji w semestrze letnim 2025/2026:

- jeden fakultet 9-godzinny (2 ECTS) z obszaru tematycznego **Kulturowe konteksty edukacji**
- jeden fakultet 9-godzinny (2 ECTS) z obszaru tematycznego **Edukacja dla zrównoważonego rozwoju**
- jeden fakultet 12-godzinny (2 ECTS) z obszaru tematycznego **Życie społeczne i kulturalne**

Łącznie w semestrze zimowym i letnim należy zrealizować 42 godziny zajęć fakultatywnych (8 ECTS).

### Semestr zimowy:

Obszar tematyczny **Problemy współczesnej edukacji – konwersatorium w języku obcym – 2**

**Nazwa przedmiotu:** **Working with Children from Dysfunctional Families - Diagnosis, Intervention, Long-term Support**

**Prowadząca:** dr Monika Czyżewska

**Forma zajęć:** konwersatorium

**Liczba godzin:** 12

**Liczba ECTS:** 2

**Forma zaliczenia:** ZO

**Opis:** The course is a comprehensive study of issues related to pedagogical support for children from multi-problem families struggling with dysfunctions such as addictions and violence. The aim of this course is to explore the theoretical foundations and practical strategies for diagnosis, intervention and long-term support for children from these environments. Through the analysis of interdisciplinary scientific perspectives and case studies, students will develop their understanding of the complexity of the situation of children in dysfunctional families and the ability to take practical action to improve their functioning. During the course, key issues will be discussed, such as identifying symptoms of

family dysfunction, roles taken on by children from dysfunctional families, legal obligations of a school employee in the event of suspected child abuse due to domestic violence, educational and psychosocial interventions, and planning long-term support, local community support. Taking part in this course will enable students to develop a holistic approach, taking into account various factors affecting a child's well-being in the context of his/her family and social environment. Moreover, it will allow participants to develop the ability to diagnose and develop individualized intervention strategies, taking into account the specific needs and resources of children from dysfunctional families. This subject is fundamental for future teachers and education specialists who want to explore the topic of working with children from families with difficult life situations and support them in achieving educational and personal well-being.

**Nazwa przedmiotu:** Cinema as a Mirror of the Mental State of Modern Man

**Prowadzący:** mgr Artur Mościcki

**Forma zajęć:** konwersatorium

**Liczba godzin:** 12

**Liczba ECTS:** 2

**Forma zaliczenia:** ZO

**Opis:** Unique event led by a Polish cinematographer and film director from Hollywood. Together, we will explore how contemporary cinema reflects the emotions, fears, and hopes of society. We will examine both the artistic and social values of films and analyze how different interpretations of similar messages can influence our self-awareness. This is an opportunity for deep reflection on the role of cinema in shaping our perception of the world and ourselves.

**Nazwa przedmiotu:** Problem-based learning

**Prowadząca:** dr Edyta Zawadzka

**Forma zajęć:** konwersatorium

**Liczba godzin:** 12

**Liczba ECTS:** 2

**Forma zaliczenia:** ZO

**Opis:** The course is based on the problem-based learning method. During each class (except the first one) students will devise educational solutions to selected social problems.

Class schedule:

1. Introduction. The concept of educationalization as a theoretical framework for considering the role of education in solving social problems.
2. Educational inequalities and ways of equalising opportunities for pupils in educational environments

3. Social exclusion of people with disabilities and the role of education in supporting their social inclusion
4. Cyberbullying as a modern form of peer aggression and the use of popular culture to address the issue. Summary.
5. The final grade for the course is the average of the thematic essay, group presentation of the characteristics of the social problems discussed in class, and group work based on the problem-based learning method (prepared in class)