

## OFERTA

**zajęć fakultatywnych na kierunku Pedagogika opiekuńczo-wychowawcza i szkolna  
studia stacjonarne, pierwszego stopnia, rok III (wybiera rok II)  
w roku akademickim 2024/2025**

### **Konwersatoria realizowane w semestrze zimowym**

Nazwa przedmiotu w języku angielskim: **The concept of Good Living in different cultures**

Nazwa przedmiotu w języku polskim: **Koncepcja dobrego życia w różnych kulturach**

Prowadzący/-a: Maria Cecilia Zsogon

Forma zajęć: konwersatorium

Liczba godzin: 30

Liczba ECTS: 2

**Opis:** The seminar aims to discuss relevant pedagogical perspectives from and common discourse on good living in different regions. For instance: the proposal of the “good living” (elBuenVivir), paradigm from the indigenous peoples who seek happiness through the respect to cultural and environmental diversity, as well as equality and solidarity. This traditional knowledge had also political and pedagogical implications. In our societies based on consumerism and technological acceleration, this perspective can bring a more holistic and meaningful approach, based on the respect for nature and for all living beings. We will use critical pedagogy which promotes the development of critical and reflective individuals, emphasizing social responsibility and awareness of the cultural situation. We will also reflect what good living means to us and our social networks.

**Warunki zaliczenia (ZO)** To pass weekly presence and active participation are required. Students may expect small weekly tasks for self-study, and a final essay or research report.

Nazwa przedmiotu w języku angielskim: **Intercultural Communication For Inclusion and Social Justice**

Nazwa przedmiotu w języku polskim: **Komunikacja międzykulturowa dla inkluzji i sprawiedliwości społecznej**

Prowadzący/-a: Maria Cecilia Zsogon

Forma zajęć: konwersatorium

Liczba godzin: 30

Liczba ECTS: 2

**Opis:** The aim of the course is to learn the specifics of intercultural communication useful in international social interactions (individual and collective) and in building inclusive work-places and

classrooms. The course will explore mechanisms connected with overcoming problems in intercultural communication with reference to low and high context cultures as well as strategies for coping with culture shock, mistakes and contrasts in functioning in culturally distinct/ foreign environments. Each aspect will be opened with a short lecture, followed by a practical part and a discussion based on literature and visual materials. The exercise part of the course will consist in intercultural competences and communication training.

Warunki zaliczenia (ZO) : To pass weekly presence and active participation are required. Students may expect small weekly tasks for self-study, and a final essay or research report.

**Propozycje zajęć fakultatywnych  
na rok akademicki 2024/2025**

kierunek PEDAGOGIKA OPIEKUŃCZO-WYCHOWAWCZA I SZKOLNA  
studia stacjonarne **semestr zimowy**  
konwersatoria w językach obcych

Kod przedmiotu	Nazwa przedmiotu w języku polskim i języku angielskim	Forma zał.	ECTS	Prowadzący/-a	Instytut	Semestr	Wymiar godzin		Liczba grup		Rok/kierunek/ poziom studiów	Limit
							wyk.	ćw. / kon./ war.	wyk.	ćw. / kon./ war.		
	Koncepcja dobrego życia w różnych kulturach  The concept of Good Living in different cultures	ZO	2	Maria Cecilia Zsogon	IP	zimowy		30			III/ Pedagogika opiekuńczo-wychowawcza i szkolna, I stopnia	17
	Komunikacja międzykulturowa dla inkluzji i sprawiedliwości społecznej  Intercultural Communication For Inclusion and Social Justice	ZO	2	Maria Cecilia Zsogon	IP	zimowy		30			III/ Pedagogika opiekuńczo-wychowawcza i szkolna, I stopnia	17

## Konwersatoria realizowane w semestrze letnim

1. Nazwa przedmiotu w językuangielskim: **Wellbeing and Resilience in Care and Education**

Nazwa przedmiotu w języku polskim:**Dobrostan i sprężystość w edukacji i opiece**

Prowadzący/-a: Prof. dr hab. Anna Odrowąż-Coates

Forma zajęć: konwersatorium

Liczbagodzin: 30

Liczba ECTS: 2

Opis: Course content based on the research findings from the EU-funded project EDUCATORE: End of Disaster: Undoing Crisis. Active Tutors Open to Reflective Education.

The course is aimed to enhance skills and knowledge in the area of building well-being and resilience in a professional environment, especially in care and education.

The course tutor will take you on a journey to self-discovery, and help you enhance your coping mechanisms, stress-elevating strategies and relaxation techniques. You will become familiar with the outcomes of studies into well-being and resilience in education. You will learn how to foster the key components for well-being and resilience for yourself and for those around you, particularly children and youth you may work with, as well as other beneficiaries of your professional career path. The course is an excellent opportunity to discuss scientific knowledge and the state of arts in the subject area as well as provides practical tools and paths to put this knowledge into practice.

Subjects:

- Introduction to self-care and self-awareness.
- Research findings from wellbeing and resilience studies.
- Toolkit for well-being and resilience in the care sector and education.
- Practical methods to enhance personal well-being and resilience and how to cascade it to the students/pupils/children/social work clients.

Practising:

- self-awareness “Get to know yourself first before you can get to know others” (Janusz Korczak 1912)
- reflectivity
- empathy
- relaxation techniques and coping mechanisms

Encouraging:

- self-care
- volunteering
- community embeddedness

## Reading

### Obligatory:

Dolan, P. (2022). Social support, empathy, social capital and civic engagement: Intersecting theories for youth development. *Education, Citizenship and Social Justice*, 17(3), 255–267. <https://doi.org/10.1177/17461979221136368>;

Dolan P, Brady B (2014) *A Guide to Youth Mentoring: Providing Effective Social Support*. London: Jessica Kingsley Publishers.

Pfefferbaum, B. J., Reissman, D. B., Pfefferbaum, R. L., Klomp, R. W., & Gurwitch, R. H. (2007). Building resilience to mass trauma events. In L. S. Doll, S. E. Bonzo, J. A. Mercy, & D. A. Sleet (Eds.), *Handbook of injury and violence prevention* (pp. 347–358). Springer Science + Business Media. [https://doi.org/10.1007/978-0-387-29457-5\\_19](https://doi.org/10.1007/978-0-387-29457-5_19)

Norris, F. H., S. P. Stevens, B. Pfefferbaum, K. F. Wyche, and R. L. Pfefferbaum. 2008.

“Community Resilience as a Metaphor, Theory, Set of Capacities, and Strategy for Disaster

Readiness.” *American Journal of Community Psychology* 41 (1–2): 127–150. doi:10.1007/s10464-007-9156-6.

Emotional Aid <https://emotionaid.com/wp-content/uploads/2023/01/EA-Flayer-5STEPS-English.pdf>

UNESCO Minding Our Minds During COVID  
<https://unesdoc.unesco.org/ark:/48223/pf0000374578/PDF/374578eng.pdf.multi>

To choose from:

Research data by Mooli Lahad from Israeli Centre of Trauma

Resources: <https://www.hhri.org/hhri-database/>, training: <https://www.icspc.org/en/cspc-disaster-managment/>

Scheier, M. F., Matthews, K. A., Owens, J. F., Schulz, R., Bridges, M. W., Magovern, G. J., & Carver, C. S. (1999). Optimism and rehospitalization after coronary artery bypass graft surgery. *Archives of Internal Medicine*, 159(8), 829–835.

Carver, C. S., Pozo, C., Harris, S. D., Noriega, V., Scheier, M. F., Robinson, D. S., ... Clark, K. C. (1999). How coping mediates the effect of optimism on distress: a study of women with early-stage breast cancer. *Journal of Personality and Social Psychology*, 65(2), 375–390.

Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2010). Optimism. *Clinical Psychology Review*, 30(7), 879–889.

Seligman, M. E. P. (2007). *The optimistic child: A proven program to safeguard children against depression and build lifelong resilience*. Houghton Mifflin Harcourt.

Seligman, M. E. P. (2006). *Learned optimism: How to change your mind and your life*. Vintage.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology. An introduction. *American Psychologist*, 55, 5.

The Mind Manual <https://mindapples.org/you/books/mindmanual/>

Surrounded by Idiots <https://www.surroundedbyidiots.com/en/books/surrounded-by-idiots/>

Selected passages from Janusz Korczak’s work.

**Warunki zaliczenia (ZO):** Participation, small group and individual tasks that enhance wellbeing and awareness how to foster it. To measure the learning effects several written tasks and presentations are required (both group and individual ones) they are graded and built up to the final grades.

## 2. Nazwa przedmiotu w języku angielskim: **The evolution of childhood**

Nazwa przedmiotu w języku polskim: **Ewolucja dzieciństwa**

Nazwa przedmiotu w języku angielskim: **The evolution of childhood**

Prowadzący/-a: Dr Maria Cecilia Zsögön

Forma zajęć: konwersatorium

Liczba godzin: 30

Liczba ECTS: 2

Opis: We will discuss how throughout human history the concept of childhood emerged. How it is related to wealth, education and other historical circumstances, what are the different ideas about children in multiple zones of the world and how children perceive their childhood in retrospective, in different eras and social classes.

Warunkizaliczenia (ZO):

- assistance, participation in the discussions
- do the tasks / readings for each lesson
- work on a project based on 1 Latin American country
- present a Final Project at the end of the Seminar

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konwersatoria w językach obcych

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	Wellbeing and Resilience in Care and Education	ZO	2	Prof. dr hab. Anna Odrowąż-Coates	IP	letni		30			III/ Pedagogika opiekuńczo-wychowawcza i szkolna, I stopnia	17
	Ewolucja dzieciństwa The evolution of childhood	ZO	2	Dr Maria Cecilia Zsögön	IP	letni		30			III/ Pedagogika opiekuńczo-wychowawcza i szkolna, I stopnia	17