



EPTE Template¹

Module name	Pedagogy and Didactics
Module leader/Coordinator	Sona Grofcikova
Academic staff (teachers)	
ECTS Credits	5 ECTS
Duration	13 weeks (one semester)
Form of learning/teaching	Lectures, seminars, workshops...
Indicative workload	36 contact hours, 89 h independent study (120 h)
Module aims	<p>1. Perception/observation and understanding of diversity and unity within the program, concepts and educational systems in European countries and its changes, comparing similarities and differences:</p> <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: (i)Formal/(ii)Non formal <p>i) public, nonpublic, alternative (pedagogical models/development psychology)</p> <p>ii)libraries, theaters, museums, hospitals, sport clubs, ludotecas, police, musical schools, parks, NGO, CRI</p> <ul style="list-style-type: none"> - the most important persons significant for educational systems (in Poland: Janusz Korczak). <p>2.Developing the ability to perform system analysis of educational situation, comparing similarities and differences</p> <ul style="list-style-type: none"> i) Basic elements of educational system concerning curricula development aims, contents, outcomes ii) Characterize a learning environment (time, space, resources, group of children, its relationships) <p>3. Developing the ability to comparing similarities and differences in processes of learning and teaching</p> <p>4. Developing the ability to project/plan didactic situations using different theoretical approaches, based on the understanding of the features of different levels (micro, mezzo, macro) of curriculum design, understanding the key elements to construct a plan: goals, learning outcomes, contents, time, space, actors, strategies, activities, resources and evaluation instruments.</p> <p>5. Developing interactive and teamwork skills in educational situation (among all the various actors of the educative process: other teachers, non-teachers, families, Non-Formal Education institutes: theaters, museums, libraries, sport clubs, etc), within a cooperative perspective.</p> <p>6. Understanding the teacher as education professional, who develops himself personally, socially, and professionally along his life.</p> <p>All these aims must be mobilized through a reflective attitude considering their own national system considering the acquired knowledge.</p>

¹ The text in the cells of the template with the black print is fixed.

Generic competences	<ul style="list-style-type: none"> - to reveal educational changes at European level as well as in respective national contexts - to show diversity in terms of dialogue with other cultures and reflecting about values - to distinguish features which unify Europeans, - to identify a common ground for European education - to improve language skills - to improve intercultural skills - to develop critical and creative thinking - to develop aptitudes for reasoning and a solution-orientated way of thinking - to develop tolerance
Specific competences	<ul style="list-style-type: none"> - to be reflexive as a precondition for good teaching practice and innovation - the base element of teacher competences - to understanding reflection as a personal attribute, as a basic category of regulating relations with the environment and the person himself (self-reflection). - to be able to evaluate the teaching process as well as a self-evaluation - to be able to make system analysis, taking into account their own national system and identification of critical points of the system and its role in the formation of teacher reflection.
Learning and teaching approach	<p>Teamwork – 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/cooperating in planned activities in educative realities</p>
Content	<p>Educational system structure Formal education/Non-Formal Education Pedagogical models/ development psychology (Janusz Korczak, Montessori, Rogers, Vygotsky, Jena plan, Freinet, Paul Freire, Dewey, Decroly, Bronfenbrenner etc) Curricula development: aims, contents, outcomes Learning environment: time, space, resources, group of children, its relationships</p> <p>Processes of learning and teaching: (i) Methodologies/strategies pedagogic differentiation Levels of curriculum design: (i) macro (supranational/national, (ii) mezzo/local/school, (iii)micro/class</p> <p>Key elements to construct a plan: goals, learning outcomes, contents, time, space, actors, strategies, activities, resources and evaluation instruments</p> <p>Cooperation (i)Teamwork (ii)Team teaching</p>

	<p>(iii) Pedagogical team (iv) Leadership styles (v) Cooperative learning</p> <p>Teacher as an education professional Professional competences (comparative approach): Interpersonal competent, Pedagogic competent, Didactical and competent in professional content, competent in organizing, cooperation with colleagues, cooperation with environment, Personal development and reflection</p> <p>Reflexive thinking (i) reflection before/in action/over action (ii) opened 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	Obligatory
Learning outcomes	<p>-Student should achieve/mobilize knowledge of pedagogical terminology and is able to apply terminology properly in various contexts.</p> <p>-Student can present and explain the characteristics of selected European education systems and referring to their historical and socio-cultural context of their creation and transformation.</p> <p>-Student can distinguish and evaluate elements of didactic/teaching situations and to extract critical points which influence the effectiveness of teaching – and then apply changes in their plans to increase the effectiveness of the teaching and facilitate the learning process.</p> <p>-Student is able to make a critical analysis of teaching situations, its project/plan, operation and effects (pre-reflection, reflection in action, reflection over action)</p> <p>-Student is able to cooperate in teamwork.</p>
Form of assessment	<p>One <i>Portfolio</i> for all course Our module, the <i>portfolio</i> (70%) includes:</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 (teamwork) - essay <p>Final Test (30%) concentrated on knowledge and understanding content matters</p>
Learning units	<i>Fill only content units in the template; describe the content of the module apart in max. 2-3 pages</i>
Literature	<p><i>According to feasibility criteria prepare documents (books, articles, chapters of books) which should be read within the workload of 6 ECTS</i> A system approach to teaching and learning procedures. A guide for educators in developing countries, UNESCO 1981 Arends R. I. (1991). <i>Learning to Teach</i>. 2nd edition, NY: MCGraw-Hill. Bloom B. S. (1956). <i>Taxonomy of Educational Objectives, Handbook I.: Cognitive Domain</i>. NY: David Mc Kay. (Reworked by Anderson L. V.,</p>

	<p>Krathwohl, D. R. <i>Taxonomy for Learning. Teaching and Assessing</i>. NY, Longman, 2001.)</p> <p>Davis R.H., Alexander L.T., Yelon S.N. (1974). <i>Learning System Design. An Approach to the Improvement of Instruction</i>, McGraw-Hill Inc.</p> <p>Decree- Law nº 240/2001 and 241/2001 of 30th of August (Portugal)</p> <p>DuFour R. & Eaker, R. (1998). <i>Professional learning communities at work</i>. National Educational Service.</p> <p>DuFour R. (2004). <i>What is a professional learning community?</i> Educational Leadership, pg. 71-75.</p> <p>Ennis R. H. (1996). <i>Critical thinking</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Hargreaves, A. (1994). <i>Changing teachers, changing times: Teachers' work and culture in the postmodern age</i>. New York, N.Y.: teachers College Press.</p> <p>Pasch M. (1991). <i>Teaching as Decision Making, Instructional Practices for the Successful Teacher</i>. UK: Longman.</p> <p>Petty G. (2004). <i>Teaching today</i>. UK: Nelson Thodes Ltd.</p> <p>Pollard A. (2002). <i>Reflective Teaching. Effective and Evidence-informed Professional Practice</i>, London-New York.</p> <p>Riding R., Rayner S. (2009). <i>Cognitive Styles and Learning Strategies. Understanding Style Differences in Learning and Behaviour</i>. UK: David Fulton Publishers.</p> <p>Schön D. (1983). <i>The Reflective Practitioner: How Professionals Think in Action</i>, Harper Collins, New York.</p> <p>Schön D. (1987). <i>Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions</i>, Jossey-Bass Publishers, San Francisco.</p> <p>Schön D. (1992). <i>Designing as reflective conversation with the materials of a design situation</i>, Knowledge-Based Systems 5(1): 3-14.</p> <p>Sousa D. (2001). <i>How the Brain learns</i> (2nd ed.). Thousand Oak, CA: Corwin Press.</p> <p>Uljens M. (1997). <i>School didactics and learning</i> (Psychology Press Ltd East Sussex. UK.</p> <p>Uljens M. (1997). <i>School Didactics and Learning</i>. East Sussex, UK: Psychology Press Ltd..</p>
Grading	ECTS grades according to ECTS guidelines
Other information	
Internet address of the program	