

**Subject card**

<b>Subject name and code</b>	Communication of education, PG_00148803						
<b>Field of study</b>	Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	3	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of the History of Science and Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Szymon Dąbrowski				
	<b>Teachers</b>		dr Szymon Dąbrowski				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		0.0		20.0	50
<b>Subject objectives</b>	Developing skills in constructive, effective and informed interpersonal communication relevant to the educational process (in the perspective: teacher-student; parent-teacher; student-student).						
<b>Learning outcomes</b>	<b>Course outcome</b>	<b>Subject outcome</b>			<b>Method of verification</b>		
	[PEDL3_W06] The graduate knows and understands types of social bonds and understands regularities governing them	K_W06 K_W08 K_W18 K_K07			[SW5] implementation of a problem task		
	[PEDL3_W18] The graduate knows and understands elementary principles of designing the path of one's own profession	K_W06 K_W08 K_W18 K_K07			[SW1] oral statement/ conversation/discussion		
	[PEDL3_K07] The graduate is ready to participate actively in groups, organisations and institutions carrying out pedagogical actions, and to communicate with people from different backgrounds and of different emotional condition, to solve conflicts in a dialogical manner and to create good atmosphere for communication in the school classroom and beyond;	K_W06 K_W08 K_W18 K_K07			[SK8] observation of student's independent or team work		
	[PEDL3_W08] The graduate knows and understands interpersonal and social communication processes and regularities and disturbances occurring during them	K_W06 K_W08 K_W18 K_K07			[SW2] presentation/project/paper/ report		

Subject contents	<p>1. to familiarize students with the basic concepts of communication, including communication in interpersonal and intergroup, educational, posthumanist perspectives.</p> <p>2. to acquaint students with life attitudes relevant from the perspective of constructive versus non-constructive communication.</p> <p>3. basics of nonverbal communication (nonverbal aspects of communication, characteristics of selected elements of nonverbal communication).</p> <p>4. basics of verbal communication (I-Thou messages, full expression of communication and its application, for example, in teacher-student, parent-teacher relations).</p> <p>5. importance of language in mutual communication, linguistic and extralinguistic barriers, semantic, syntactic disorders, ways to avoid/overcome language barriers.</p> <p>6. Non-violent communication in teacher-student relations; parent-teacher, student-student.</p> <p>7. Dealing with difficult, problematic, conflict situations through constructive messages.</p>								
Prerequisites and co-requisites									
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 663 786 689">Subject passing criteria</th> <th data-bbox="799 663 1139 689">Passing threshold</th> <th data-bbox="1152 663 1487 689">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 696 786 792">Development of a communication model in education on a domestic or foreign example, presence, activity</td> <td data-bbox="799 696 1139 792">51.0%</td> <td data-bbox="1152 696 1487 792">100.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	Development of a communication model in education on a domestic or foreign example, presence, activity	51.0%	100.0%		
Subject passing criteria	Passing threshold	Percentage of the final grade							
Development of a communication model in education on a domestic or foreign example, presence, activity	51.0%	100.0%							
Recommended reading	<p>Basic literature</p>	<p>Barnard R., Torres-Guzman M., <i>Creating classroom communities of learning: international case studies and perspectives</i>, Bristol 2008.</p> <p>Czerwiński K., Mika J., Uździcki R. (red.), <i>Zarządzanie i komunikacja społeczna w edukacji: kontekst, struktura, środowisko</i>, Toruń 2010.</p> <p>Gabzdyl J. (red.), <i>Komunikacja w edukacji: uwarunkowania i właściwości</i>, Racibórz 2009.</p> <p>Grzegorzczak G., <i>Uczenie się jako nadawanie sensów i znaczeń, czyli komunikacja w edukacji spersonalizowanej w ujęciu enaktywistycznym</i>. W: <i>Style komunikacyjne</i>, A. Knapik, A. Misior-Mroczkowska, P. Chruszczewski, W. Chłopicki (red.), Tertium, Kraków 2017, s. 133-142.</p> <p>Łęcki K., Szóstak A., <i>Komunikacja interpersonalna w pracy socjalnej</i>, Warszawa 1996.</p> <p>Retter H., <i>Komunikacja codzienna w pedagogice</i>, Gdańsk, 2005.</p>							
	<p>Supplementary literature</p>	<p>Gandecka K., <i>Słowo to potęga? Komunikacja w edukacji na przestrzeni dziejów</i>. W: <i>Komunikacja społeczna w świecie wirtualnym</i>, M. Wawrzak-Chodaczek (red.), Wydawnictwo Adam Marszałek-Institut Pedagogiki Uniwersytetu Wrocławskiego, Wrocław- Toruń 2008, s. 41-49.</p> <p>Pyżalski J., <i>W jaki sposób możliwe były główne edukacyjne relacje w edukacji zdalnej?</i>, "Studia z Teorii Wychowania" 2021, Vol.XII (3 (36)), s. 71-82.</p>							
	<p>eResources addresses</p>								
Example issues/ example questions/ tasks being completed	<p>Zadanie: analiza i ocena samodzielnie wybranego modelu komunikacyjnego stosowanego w edukacji formalnej (modelu krajowego lub zagranicznego) w świetle płaszczyzn komunikacyjnych takich jak: fakty, relacje, ujawnianie siebie, apel.</p>								
Work placement	<p>Not applicable</p>								

Document generated electronically. Does not require a seal or signature.