

**Subject card**

<b>Subject name and code</b>	Learning design in digital culture, PG_00150146						
<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>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group		
<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>	4	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Philosophy of Education and Culture Studies -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Piotr Stańczyk				
	<b>Teachers</b>		dr hab. Piotr Stańczyk				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	20.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
	Additional information:  Working in groups  Solving tasks  Project method						
<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>	20	0.0	30.0	50		
<b>Subject objectives</b>	An introduction to the connectionist paradigm as a new way of thinking about knowledge and learning in a digitally enhanced environment.						
<b>Learning outcomes</b>	<b>Course outcome</b>		<b>Subject outcome</b>		<b>Method of verification</b>		
	[PEDMU2_K05] The graduate is willing to undertake pedagogical activities in a professional manner, based on the principles of professional ethics; as well as search for optimal solutions and correct inappropriate pedagogical activities		The student is ready to comply with the rules of communication platforms, does not run the risk of exclusion from their use, as far as possible possible, uses educational materials under an open license, abides by the rules of their citation.		[SK5] implementation of a problem task		
	[PEDMU2_W06] The graduate has in-depth knowledge and understanding of classic and contemporary theories of human development, in biological as well as in psychological and social terms;		The student knows and understands the characteristics of the youngest generation socialized in digital culture and adequately recognizes these characteristics in relation to the collectivist theory of learning		[SW5] implementation of a problem task		

Subject contents	1 What is m-learning? Theories and perspectives of mobile learning research. 2 The socio-cultural and technological background of Constructivism. 3 Constructivism and constructivism - differences and similarities in theories of learning and knowledge creation 4 Constructivism and the tendency to de-localize education. 5. what is a flipped classroom? Tutorials as a new strategy for organizing and visualizing knowledge. Tutorial vs. educational application. 6. How to design and implement tutorials? 7. Videostorytelling as a platform for knowledge creation. How to create such educational messages? What is their purpose?								
Prerequisites and co-requisites									
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="456 371 786 398">Subject passing criteria</th> <th data-bbox="799 371 1139 398">Passing threshold</th> <th data-bbox="1152 371 1479 398">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 405 786 432">Designing educational tasks</td> <td data-bbox="799 405 1139 432">60.0%</td> <td data-bbox="1152 405 1479 432">100.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	Designing educational tasks	60.0%	100.0%		
Subject passing criteria	Passing threshold	Percentage of the final grade							
Designing educational tasks	60.0%	100.0%							
Recommended reading	Basic literature	<p>Mistewicz E., Twitter - sukces komunikacji w 140 znakach, Helion, Gliwice 2014.</p> <ul style="list-style-type: none"> <li>• Pegrum M., Mobile learning. Languages, literacies, cultures, Palgrave Macmillan, New York 2014</li> <li>• Seipold J., Mobile Learning. Structures, Concepts and Practices of the British and German Mobile Learning Discussion from a Media Education</li> <li>• Perspective, MedienPadagogik 24/2014, p.31, 2014.</li> <li>• Seipold J., Pachler N., Evaluation Mobile Learning Practice, MedienPadagogik 19, 2011.</li> <li>• Traxler J., Education and the Impact of Mobiles and Mobility: An Introduction to Mobiles in our Societies, [in:] Ben Bachmair, Medienbildung in neuen</li> <li>• Kulturraumen: Die deutschsprachige und britische Diskussion, VS Verlag fur Sozialwissenschaften, Wiesbaden 2010.</li> <li>• Traxler J., Mobile learning. Starting in the right place, going in the right direction? In Parsons D. (ed). Innovations in Mobile Educational Technologies and Applications, ISR, Hershey 2013.</li> </ul>							
	Supplementary literature	<ol style="list-style-type: none"> <li>1. Illich I., Odszkolnic spoleczenstwo, Wydawnictwo Bec Zmiana, Warszawa 2010.</li> <li>2. Szkudlarek T., Media szkic z filozofii i pedagogiki dystansu, Oficyna Wydawnicza Impuls, Krakow 2009.</li> </ol> <p>The Culture of Connectivity: A Critical History of Social Media, red. J. Van Dijk, Oxford University Press, 2013.</p>							
	eResources addresses								
Example issues/ example questions/ tasks being completed	Verification: the implementation of group educational projects using the Conectivist theory during classes.								
Work placement	Not applicable								

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