

Subject card

Subject name and code	Andragogy, PG_00150191						
Field of study	Russian Philology						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	Bachelor's studies	Subject group			Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish Polish		
Semester of study	3	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Institute of Russian and Eastern Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Anna Hau				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	15		1.0		34.0	50
Subject objectives	To familiarize students with the basic concepts of andragogy and the specifics of educational work with adults						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FROSL3_U14] The student presents the results of his work in Polish and Russian in a clear, systematized and thoughtful form, using a variety of modern methods and techniques.	The student is able to present knowledge in class, is able to present a previously prepared issue.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FROSL3_W18] The student has advanced detailed knowledge of the selected specialty specific to the field of Russian philology.	The student has a structured and in-depth knowledge of andragogy in the specifics of adult education.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[FROSL3_K03] The student is able to perform team activities, demonstrating adaptability to the requirements of the labor market, as well as skills and competencies in the selected specialty, conditioning the effectiveness of behavior and proper communication in various interpersonal and professional situations.	The student is prepared for professional work in the field of adult didactics, is able to work individually and in a group, recognizes ethical dilemmas related to the work of a teacher, acts professionally and in accordance with the principles of professional ethics.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FROSL3_U03] The student is able to independently acquire knowledge and develop his research skills guided by the guidance of the research supervisor.	The student searches in traditional and modern sources for news on issues of andragogy, analyzes and selects them, and is able to present them in class. Independently uses publications in the field of adult didactics (including electronic versions).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FROSL3_K01] The student is aware of the extent of his philological knowledge and professional skills and understands the need for further continuous development of his own competence in linguistics, literary studies, cultural sciences and religion.	The student is aware of his knowledge in the field of adult didactics and its connection with other humanistic disciplines, which is the foundation for further self-development, understands the need for continuous improvement.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FROSL3_W03] The student has advanced philological knowledge in the study of language and its acquisition, and literature and culture.	The student has a structured knowledge of andragogy in the specifics of adult education.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[FROSL3_K05] The student recognizes and formulates moral problems and ethical dilemmas related to the professional environment; seeks optimal solutions, acts in accordance with ethical principles.	The student recognizes moral problems and ethical dilemmas related to teaching work, acts professionally and in accordance with professional ethics.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FROSL3_W08] The student has advanced knowledge of the interrelationships of linguistics, literary studies, cultural sciences and religion with social communication and media sciences, psychology, pedagogy and history.	The student has knowledge of the relationship of andragogy with other humanities and social sciences, in particular with methodology, pedagogy, psychology.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[FROSL3_U01] Students are able to acquire, select, analyze and consolidate knowledge using a variety of sources in an orderly and systematic manner.	The student searches in traditional and modern sources for news on issues of andragogy, analyzes and selects them, and is able to present them in class. Independently uses publications in the field of adult didactics (including electronic versions).	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FROSL3_K04] The student is ready to take on professional challenges; he or she is proactive, makes an effort and shows perseverance in the implementation of individual and team professional activities.	The student is prepared for professional work in the field of adult didactics, is able to work individually and in a group.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FROSL3_K06] The student has a belief in the importance of behaving in a professional manner, reflecting on ethical issues and adhering to professional ethics.	The student recognizes the ethical dilemmas associated with teaching work, acts professionally and in accordance with professional ethics.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[FROSL3_U18] The student has professional skills in linguistics, literary studies, cultural sciences and religion.	The student has the knowledge and skills needed to work with adults in language education.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
Subject contents	<p>Andragogy as a science, the subject of research and relations with other sciences. Phases of human development. The specifics of adult learning. SphereMotivational sphere of adults. Adult education and continuing education. Modern adult education and its legal basis. Course as a form ofAdult education. Teachers in adult education. The main directions of lifelong education. Education of people of the "third age" - universitiesThird age. Trends in the development of andragogy.</p>		
Prerequisites and co-requisites	Choice of specialty.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	making a credit work/presentation	51.0%	50.0%
	active participation in exercises and systematic preparation in oral and/or written form of issues and tasks indicated by the instructor	51.0%	50.0%
Recommended reading	Basic literature	<p>Jankowski D., Przyszczypkowski K., Skrzypczak J., Podstawy edukacji dorosłych, Poznań.</p> <p>Wujek T., (red.) Wprowadzenie do andragogiki, Warszawa 1996.</p> <p>Malewski M., Teorie andragogiczne, Wrocław 1998.</p> <p>Turoś L., Andragogika ogólna, Warszawa 2000.</p> <p>Demetrio D., Edukacja dorosłych (w) Pedagogika. Subdyscypliny wiedzy pedagogicznej. T.III, (red) Śliwerski S., Gdańsk 2006.</p> <p>Oświata dorosłych (red.) Solarczyk-Ambrozik E., Przyszczypkowski K., Poznań 2000.</p> <p>Knowles M.S., Holton E.F., Swanson R., Edukacja dorosłych, podręcznik akademicki, Warszawa 2009.</p> <p>Matlakiewicz A., Solarczyk-Szwec H., Dorośli uczą się inaczej. Andragogiczne podstawy kształcenia ustawicznego, Toruń 2009.</p>	
	Supplementary literature	Magazines and articles available on the Internet resources.	
	eResources addresses		
Example issues/example questions/tasks being completed	How do adults learn? Determinants of the effectiveness and success of adult language education. Factors impeding adult learning. What is continuing education?		
Work placement	Not applicable		

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