

**Subject card**

<b>Subject name and code</b>	Pedagogical drama workshop, PG_00202484						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>				2028/2029	
<b>Education level</b>	uniform 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>	3	<b>Language of instruction</b>				Polish	
<b>Semester of study</b>	6	<b>ECTS credits</b>				2.0	
<b>Learning profile</b>	academic	<b>Assessment form</b>				credit	
<b>Conducting unit</b>	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Marta Jurczyk				
	<b>Teachers</b>						
<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						
<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		5.0		25.0	50
<b>Subject objectives</b>	<p>1. To introduce the topics of social competence, social and cultural capital; their possible limitations. 2. To provide knowledge on methods of social learning through the method of drama and sociodrama. 3. To practice the construction of educational projects taking into account the methods of pedagogical and applied drama and sociodrama. 4. To provide skills related to defining sociotherapeutic problems and designing solutions.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[C.1.U.4] is able to use in-depth psychological knowledge to solve pedagogical problems, recognizes various manifestations of mental disorders, uses psychological diagnosis for the purposes of teaching, upbringing and rehabilitation	is able to analyse in-depth examples of pedagogical drama activities and construct and conduct classes with a group; is able to formulate conclusions, develop and present results (using ICT) and indicate directions for further drama activities	[SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[C.1.K.1] is ready to undertake pedagogical activities in a social environment and professional challenges; is ready to take responsibility for implementing individual and team professional activities for a person with a disability	The student is ready to use basic theoretical approaches in order to analyze, interpret and design strategies for activities in the field of sociodrama and applied drama	[SK5] implementation of a problem task [SK8] observation of student's independent or team work
	[C.1.K.3] is ready to prepare, design and implement pedagogical activities	The student is aware of the level of his/her knowledge and skills in the field of drama and sociodrama, understands the need for continuous professional training and personal development, performs self-assessment of his/her own competences and improves his/her skills, sets directions for his/her own development and education	[SK2] presentation/project/paper/report [SK5] implementation of a problem task
[C.1.W.4] knows and understands the needs of disabled people and the rehabilitation and therapeutic possibilities, has knowledge of legal regulations supporting the development and life situation of disabled people	knows and understands in depth the needs of people with disabilities and the rehabilitation and therapeutic possibilities, including pedagogical drama and its use in work in inclusive education	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report	
Subject contents	1. Drama in working with a group of excluded - socially maladjusted people. 2. Drama and compensation of disorders in the structure and dynamics of group work. 3. drama in sociodrama of adolescents. 4. Sociodrama in working on conflict (social/class/cultural). 5. Drama in countering discriminatory practices (sexuality, multiculturalism, religion).		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Activity in class	51.0%	30.0%
	Pass project	51.0%	70.0%
Recommended reading	Basic literature	A. Literature required for final course credit (passing the exam): A. Literature required for final course credit: A.1. used in class and A.2. studied independently by the student A. Jagiełło-Rusiłowski, Drama in the development of social competence, [in:] Drama in Stopklatka, STOPKLATKA 2010 A. Jagiełło-Rusiłowski (ed.), Drama as moving dialogue. MOST Association for Humanistic Integration, Gdańsk, 2010	
	Supplementary literature	B. Supplementary literature Who rolls the dice: strategic report of the DICE project and recommendations on applications of theater and drama in education to key competencies . DICE Consortium, 2010	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Not applicable		
Work placement	Not applicable		

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