Appendix No. 1.5 to the Resolution No. 7/2023

 of the Rector of the University of Rzeszów

**SYLLABUS**

**regarding the qualification cycle FROM 2024TO 2025**

1. Basic Course/Module Information

|  |  |
| --- | --- |
| Course/Module title | PEDAGOGY OF ADULT |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | College of Social Sciences at the University of Rzeszów |
| Name of the unit running the course | Institute of Pedagogy |
| Field of study | pedagogy |
| Qualification level  | BASIC/FIRST |
| Profile |  |
| Study mode | FULL |
| Year and semester of studies | 2024/2025 FIRST |
| Course type | LECTURE |
| Language of instruction | ENGLISH |
| Coordinator | ZBIGNIEW CHODKOWSKI |
| Course instructor | ZBIGNIEW CHODKOWSKI |

\* - as agreed at the faculty

1.1. Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| 1 | 15 |  |  |  |  |  |  |  | 2 |

1.2. Course delivery methods

x conducted in a traditional way

x involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

2. Prerequisites

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| Basic knowledge of pedagogy, developmental psychology and social pedagogical diagnosis. |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- |
| O1 | Students characterize the basic concepts of adult education. |
| O2 | Students will discuss the specificity of adult education (terminology, concepts). |
| O3 | Students characterize contemporary theories, methods and forms of adult education. |
| O4 | Students recognize the need to develop the principles of memory. |
| O5 | Students will plan the content of human upbringing and development after being diagnosed according to their needs. |
| O6 | Students will carry out classes using appropriate methods and forms of work. |
| O7 | Students know the importance of adult interests (physical activity, cultural and educational activity, recreation, tourism). |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Preparing students for interpretation and understanding of the pedagogy of adult |  |
| LO\_02 | Terminology, concepts of adult education |  |
| LO\_03 | Contemporary theories, methods and forms of adult education |  |
| LO\_04 | Development of the principles of memory |  |
| LO\_05 | Human upbringing and development after being diagnosed according to their needs; |  |
| LO\_06 | The importance of adult interests (physical activity, cultural and educational activity, recreation, tourism) |  |
| LO\_07 | The dangers of an adult - stress, workaholism, mobbing |  |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| --- |
| Content outline |
| 1. Outline of the history of adult education |
| 2. Clarification of terminology and basic concepts of andragogy |
| 3. Self-education |
| 4. Characteristics of the principles of memory |
| 5. Upbringing and development of an adult |
| 6. Adult interests (physical activity, cultural and educational activity, recreation, tourism) |
| 7. The dangers of an adult (stress, workaholism, mobbing) |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline  |
|  |
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|  |

3.4. Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | observation during classes | lectures |
| LO-o2 | observation during classes | lectures |
| LO-o3 | observation during classes | lectures |
| LO-o4 | observation during classes | lectures |
| LO-o5 | observation during classes | lectures |
| LO-o6 | observation during classes | lectures |
| LO-07 | observation during classes | lectures |

4.2 Course assessment criteria

|  |
| --- |
| Attendance and participation in lectures |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 15 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 10 |
| Total number of hours | 30 |
| Total number of ECTS credits | 2 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

7. Instructional materials

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| Compulsory literature: 1. Malcolm S. Knowles, Elwood F. Holton III, Richard A. Swanson, The Adult Learner 20112. Henschke, J.A., Facilitating adult and organizational learning through andragogy: a history, philosophy, and major themes, Advances in higher education and professional development (AHEPD) book series. IGI Global, Hershey, PA. 2021.4. Michael W. Galbraith, Adult Learning Methods: A Guide for Effective Instruction, 20155. Sharan B. Merriam, Laura L. Bierema, Adult Learning: Linking Theory and Practice, 20136. Peter Jarvis, Adult Education and Lifelong Learning: Theory and Practice, 2010 |
| Complementary literature: 1. Sharan B. Merriam, Rosemary S. Caffarella, Learning in Adulthood: A Comprehensive Guide, 19912. Kasibhatla, N., Maximise your memory power. Marshall Cavendish Business, Singapore. 2010. |

Approved by the Head of the Department or an authorised person