**SYLABUS**

**applies** to the 2024-2027 **education cycle**

(extreme dates)

2024/2025 **academic year**

1. BASIC INFORMATION ABOUT THE SUBJECT

|  |  |
| --- | --- |
| Name of the subject | Pedagogy of leisure time |
| Course code \* |  |
| Name of the unit providing the course | College of Medical Sciences |
| Name of the unit providing the subject | Institute of Physical Culture Sciences |
| Field of study | Tourism and Recreation |
| Study level | first-cycle studies |
| Profile | General academic |
| Form of studies | Full-time |
| Year and semester (s) of study | 2 year, sem. III |
| Type of the subject | Directional |
| Language of lecture | English  |
| Coordinator | PhD Renata Grzywacz |
| Name and surname of the lecturer (s) | PhD Renata Grzywacz |

\* *optionally*

1.1. Forms of classes, number of hours and ECTS credits

|  |  |  |
| --- | --- | --- |
| Semester | Lecture/exercises | **Number of ECTS** |
| Winter  | 20 | 3 |

1.2. The way of providing classes

X audytorium form

1.3 The form of completing the course (examination, credit with a grade, credit without a grade)

Lectures, Exercises - credit with a grade

2. ENTRY REQUIREMENTS

|  |
| --- |
| Knowledge in the field of social sciences, such as pedagogy, sociology.Knowledge about educational institutions, the ability to communicate precisely and coherently. |

3. OBJECTIVES, LEARNING OUTCOMES, PROGRAM CONTENT AND TEACHING METHODS

3.1 Objectives

|  |  |
| --- | --- |
| C1  | Familiarizing with the terminology of pedagogy and leisure time. |
| C2 | Understanding the basic rules in leisure time organization in different age groups. |
| C3 | Understanding the cosequences of negative leisure time organization.  |

**3.2 Learning outcomes for the subject**

|  |  |  |
| --- | --- | --- |
| EK (outcomes) | The content of the learning outcome defined for the subject | A reference to directional outcomes  |
| EK­\_01 | The student knows and understands contemporary conditions and trends in pedagogy of leisure time. | K\_W18 |
| EK\_02 | The student will learn pedagogy and leisure time terminology, understand the phenomena occurring in pedagogy, will explain the contemporary conditions and trends in pedagogy. | K\_U06 |
| EK\_03 | The student will independently formulate opinion about pedagogy of leisure time based on the sources of knowledge, use multimedia resources. | K\_K01 |

**3.3 Course content**

**A. Issues of the lecture**

|  |
| --- |
| **Course content**  |
| 1. Introduction to the subject. Discussion of the issues of leisure time in pedagogy. |
| 2. Interpersonal communication skills as a success in the process of upbringing. |
| 3. Understanding the process of shaping a person's personality. The essence of education as a product. |
| 4. Education as a development of the bios. Differentiation of educational interventions, taking into account the character types of pupils. |
| 5. Education as an influence of the ethos situation. Rules for the organization and conduct of cultural and entertainment activities as well as sports and recreational activities in leisure time. |
| 6. The Importance of modern education. Sociometry as a way of recognizing interpersonal relationships in educational environments. Causes of interpersonal relationship disorders and ways to optimize them. |
| 7. Methods of recognizing the educational reality. Drawing is one of the ways of diagnosing the natural educational environment. Organization of leisure time as a method regulating family ties. |
| 8. Irrational ways of spending free time cause educational difficulties among children and adolescents. The influence of alternative social groups on the formation of human personality. |

1. **Issues of the workshop**

|  |
| --- |
| **Course content** |
| 1. Introduction to the subject. The phenomenon of leisure time. History of the problem of leisure time. |
| 2. The health importance of rest. The educational, health and culture-forming significance of play. |
| 3. The educational, health and culture-forming significance of working on oneself.  |
| 4. Contemporary forms of spending free time. The use of cultural institutions as a form of spending leisure time.  |
| 5. Leisure activities with limited popularity. Educating for holidays.  |
| 6. Manifestations of improper spending of leisure time.  |
| 7. Sects and their destructive influence on human personality. |
| 8. The phenomenon of aggression and school violence: prevalence and quality of the phenomenon, out-of-school context of socialization, prevention. |

3.4 Teaching methods

Lecture: lecture with multimedia presentation

Exercises: text analysis with discussion, project method, group work.

4. EVALUATION METHODS AND CRITERIA

4.1 Ways of verifying learning outcomes

|  |  |  |
| --- | --- | --- |
| **Effect symbol** | **Methods of assessment (e.g. colloquium, oral exam, written exam, project, report, observation during classes)** | **Form of classes****(L, Ex., …)** |
| EK\_01, EK\_02 | written test (colloquium) | L, Ex. |
| EK\_03 | presentation, tasks | Ex. |
| EK\_04 | observation during classes | Ex. |

4.2 Conditions for passing the course (grading criteria)

|  |
| --- |
| Lectures: credit with a gradeWritten test (closed and open questions) - obtaining min. 51% points91-100% 5.081-90% 4.571-80% 4.061-70% 3.551-60% 3.050% and less 2.0Exercises - credit with a gradeIt is planned to conduct one test, a positive assessment requires obtaining min. 51% points.91-100% 5.081-90% 4.571-80% 4.061-70% 3.551-60% 3.050% and less 2.0Grade 5.0 – 5,0 or 4,5 grade from the test, very well done and presented presentation, proper performance of all tasks, participation in all forms of classes, outstanding activity during the classes; the student presents a high level of theoretical knowledge.Grade 4.0 – 4,0 or 3,5 grade from the colloquium, well-made and presented presentation, correct performance of most tasks, participation in all forms of classes, high activity during classes.Grade 3.0 - grade 3,0 from the test, performance of a presentation, performance of half of the tasks, few episodes of activity, participates in most of the classes, the student has incomplete theoretical knowledge, speaks chaotically, has difficulties in action, is unable to identify the problem and solve it by himself.Grade 2.0 - negative assessment of the test, no project, no presentation, failure to complete tasks, inactivity, the student presents a low level of theoretical knowledge.The final grade for the exercises is the arithmetic average of all the grades. |

5. STUDENT'S TOTAL WORK REQUIRED TO ACHIEVE THE ASSUMED EFFECTS IN HOURS AND ECTS CREDITS

|  |  |
| --- | --- |
| **Form of activity** | **Number of hours** |
| Contact hours resulting from the study schedule | 20 |
| Others with the participation of an academic teacher (participation in consultations, examination) | 10 h – participation in consultations10 h - participation in test10 h - participation in exam |
| Non-contact hours - the student's own work (preparation for classes, examinations, writing a paper, etc.) | 10 godz. – preparation for classes10 godz. – preparation for test10 godz. – preparation for exam |
| SUM OF HOURS | 80 |
| TOTAL NUMBER OF ECTS CREDITS | 3 |

*\* Należy uwzględnić, że 1 pkt ECTS odpowiada 25-30 godzin całkowitego nakładu pracy studenta.*

6. PROFESSIONAL TRAINING WITHIN THE COURSE

|  |  |
| --- | --- |
| Hourly dimension | - |
| Rules and forms of training  | - |

7. LITERATURE

|  |
| --- |
| 1. Basic literature:
2. Pięta J.: *Pedagogika czasu wolnego*, Nowy Dwór Maz., 2014.
3. Patrice L. (Tamar) Weiss, Pnina Bialik, and Rachel Kizony.*Virtual Reality*
4. *Provides Leisure Time Opportunities for Young Adults with Physical and*
5. *Intellectual Disabilities*. CyberPsychology & BehaviorVol. 6, No. 3, 2004
6. https://doi.org/10.1089/109493103322011650
7. Guła-Kubiszewska H., Oleśniewicz P.: *Education for leisure time culture*
8. *and model features of school tourism animators* (w:) *Humanistic*
9. *dimension physical culture*, (red.) M. Zasada, M. Klimczuk, H. Żukowska
10. i in. UKW w Bydgoszczy. Bydgoszcz-Lwów-Warszawa 2010.
11. Bączek J.B.: *Podręcznik animatora czasu wolnego – praktyczny skrypt dla*

 *animatorów.* Animus, Warszawa 2008.1. Bączek J.B.: *Animacja czasu wolnego. Praktyczny podręcznik dla*

 *animatorów.* Stageman Polska. Warszawa 2011. 1. Kwieciński Z., Śliwerski B.: *Pedagogika,* Warszawa 2019.

Guerin s., Hennessy E.: *Przemoc i prześladowanie w szkole: skuteczne*  *przeciwdziałanie agresji wśród młodzieży*, Gdańsk, 2004.1. Harwas-Napierała B.: *Komunikacja interpersonalna w rodzinie*, Poznań,

 2008.1. Hillenbrand C.: *Pedagogika zaburzeń zachowania*, Gdańsk, 2007.
2. Kunowski S., *Podstawy współczesnej pedagogiki*, Warszawa, 2007.
3. Nowocień J., Zuchora K. (red.): *Wychowanie fizyczne i sport jako prawo*

 *człowieka i proces ciągłej edukacji*, Warszawa, 2014.1. Nowocień J., Zuchora K. (red:) *Praktyczny i teoretyczny wymiar*

 *aktywności fizycznej i sportu dla wszystkich,* Warszawa, 2015.1. Zieliński J. (red.): *Pedagogiczno – społeczne aspekty aktywności ruchowej*

 *osób niepełnosprawnych,* Fabryka druku ,,Druk”. Rzeszów, 2014.1. Zieliński J.: *Wybrane aspekty wychowania do aktywności fizycznej*, Wyd.

 Amelia, Rzeszów 2013.Zieliński J.: *Edukacyjne konteksty przeciążenia informacyjnego*  *współczesnej młodzieży*. Wyd. UR. Rzeszów 2021.1. Paczyńska-Jędrycka M., Frąckowiak P., Łubkowska W.: *LEISURE TIME*

 *ANIMATION IN THE CONTEXT OF REHABILITATION OF*  *JUVENILES IN YOUTH DETENTION CENTRES/CORRECTIONAL*  *FACILITIES.* Central European Journal of Sport Sciences and Medicine.  2014 | 8 | 4 | 115-122 |
| 1. **Supplementary literature:**
2. Bereźnicki F. i in.: *Pedagogika.* Wybrane zagadnienia, Szczecin, 1990.
3. Pomykało W.: *Encyklopedia pedagogiczna*, Warszawa, 1997.
4. Przyłuska-Fiszer A., Misiura B.: *Etyczne aspekty sportu*, Warszawa, 1993.
5. Tauber P., *Pedagogika czasu wolnego*. Zarys problematyki, Poznań 1998.
6. Urban R. (red.): *From the history of the tourism movement in Poland between 1886 and 2009*, Gorzów Wlkp. 2010.
 |

Acceptance by the Head of the Unit or an authorized person