

## SYLABUS

### A. General data

To be filled in by the course coordinator  
(in cooperation with all instructors of a given course in the unit)  
jointly for all forms of teaching (e.g. a lecture and classes).  
Part I does not refer to courses that *change every year*.

**Course title:** **Andragogy (0800-ERA-7GHT)**

**Course title in Polish:**

**Course title in English:**

#### Information on course:

**Department:** Faculty of Pedagogy and Psychology  
**Course group:** *missing department name in English*  
**Academic term:** Academic year 2018/2019  
**Course edition coordinator:** dr Krzysztof Czykier

#### Default type of the exam report:

Pass/fail or grading

#### Language of instruction:

English

#### Short description:

1. Transmission of knowledge about intellectual development opportunities of man during adulthood and underline the weight of past accomplishments and current life situation in shaping the future.
2. Determine the institutional and pedagogical dimension support human development.
3. Understanding the problems of late adulthood and social implications arising from the aging of the population.
4. Awareness of the responsibility in shaping their own future based on biographical analysis.

**Description** i.e. educational profile (module) and programme, type of course, area and discipline of science, study year/semester, preliminary requirements, number of teaching hours divided into learning activities, teaching methods, ECTS scores, total student workload, quantitative ratios

Profile of studies - general-academic

Form of studies - full-time

Type of subject - obligatory subject (basic module)

Field and discipline of science - social sciences

Year of study/semester - ERASMUS +

Prerequisites (the so-called sequential system classes and exams) - general knowledge of pedagogy, psychology, developmental psychology, basic social problems

The number of hours of teaching assignments by forms of teaching - exercise 15 hours

Teaching methods - assessment of student's activity during classes, preparation and presentation of issues related to the content discussed during classes, consultations.

ECTS points - 2

The balance of the student's work - exercises and consultations 25h - 1 ECTS point; preparation for classes 25h - 1 ECTS point ;

Quantitative indicators - student work related to classes

a) that require direct involvement of the teacher (including lectures and consultations, during which the student may discuss the questions that it issues) - 25h - 1 ECTS

b) practical - 30h - 1 ECTS

**Literature:** *you should provide a list of set books and other obligatory resources to pass the course.*

1) Dominicé, P. (2000) : Learning from our lives. Using Educational Biographies with Adults. San Francisco : Jossey-Bass.

2) Kearsley, G. (2010). Andragogy (M.Knowles). The theory into practice database. Retrieved from <http://tip.psychology.org>

3) Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

4) Knowles, M. et al. (1984). Moving from pedagogy to andragogy. Retrieved March 16, 2007, from <http://www-distance.syr.edu/andraggy.html>

5) Marcinkiewicz A. (2011), The University of the Third Age as an institution counteracting marginalization of older people, Journal of Education Culture and Society No. 2

6) Monteagudo J., G., (2014), Educational autobiography in a university context: our past and present through thought and feeling.

(Published in Italian, as a chapter book, under the title: "Una esperienza di autobiografia all'Università. Tra pensiero ed emozioni", in: L. Formenti (Ed.) (2006): Dare voce al cambiamento .La ricerca interroga la vita adulta. Milano, Italy: Unicopli, pages 201---214. ISBN: 8840011242).

7) Norah Md Noor, Jamalludin Harun, Baharuddin Aris, (2012), Andragogy and Pedagogy Learning Model Preference among Undergraduate Students, Procedia - Social and Behavioral Sciences 56, p. 673 – 678

8) Pew, S. (2007), Andragogy and Pedagogy as Foundational Theory for Student Motivation in Higher Education, Student Motivation, Vol. 2

**Learning outcomes:** *you should specify learning outcomes expected to be achieved during the course.*

K\_W01: She/He knows the terminology used in pedagogy and its application in related disciplines at the extended level.

K\_U07: She/He has the in-depth skills to observe, diagnose, rational assessment of complex educational situation and analyze the motives and patterns of human behavior.

K\_K03: Appreciates the importance of pedagogical sciences for the development of the individual and proper relationships in social environments,

has positive attitude to acquire knowledge of the studied discipline and building a pedagogue's workshop.

K\_K05: Is convinced of the necessity and importance of behavior in a professional manner and observing the rules of professional ethics; recognizes and formulates moral problems and ethical dilemmas related to own and other people's work; looking for optimal solutions and the possibility of correcting incorrect pedagogical activities.

**Assessment methods and criteria:** *you should specify forms of passing the course: an examination, test.*

Completion of the subject follows a positive assessment (minimum 3.0)

Course coordinator:

.....  
*Drafted on:*

.....  
*title/degree, name and surname*

## SYLABUS

### B. Details

To be filled in by every course instructor teaching the course  
in a given year separately for different forms of teaching (e.g. a lecture and classes).

#### Course edition data:

**To be filled in by every instructor teaching the course in a given year separately for different forms of teaching (e.g. a lecture and classes) that are common for all groups of a given form of teaching.**

Class (15 hours)

**Literature:** *you should provide a list of set books and other obligatory resources to pass the course.*

- 1) Dominicé, P. (2000) : Learning from our lives. Using Educational Biographies with Adults. San Francisco : Jossey-Bass.
- 2) Kearsley, G. (2010). Andragogy (M.Knowles). The theory Into practice database. Retrieved from <http://tip.psychology.org>
- 3) Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass.
- 4) Knowles, M. et al. (1984). Moving from pedagogy to andragogy. Retrieved March 16, 2007, from <http://www-distance.syr.edu/andraggy.html>
- 5) Marcinkiewicz A. (2011), The University of the Third Age as an institution counteracting marginalization of older people, Journal of Education Culture and Society No. 2
- 6) Monteagudo J., G., (2014), Educational autobiography in a university context: our past and present through thought and feeling. (Published in Italian, as a chapter book, under the title: "Una esperienza di autobiografia all'Università. Tra pensiero ed emozioni", in: L. Formenti (Ed.) (2006): Dare voce al cambiamento .La ricerca interroga la vita adulta. Milano, Italy: Unicopli, pages 201---214. ISBN: 8840011242).
- 7) Norah Md Noor, Jamalludin Harun, Baharuddin Aris, (2012), Andragogy and Pedagogy Learning Model Preference among Undergraduate Students, Procedia - Social and Behavioral Sciences 56, p. 673 – 678
- 8) Pew, S. (2007), Andragogy and Pedagogy as Foundational Theory for Student Motivation in Higher Education, Student Motivation, Vol. 2

#### Learning outcomes and methods of their assessment:

*you should specify expected learning outcomes (please select appropriate data from Part A for the form of teaching) and provide methods to check if the assumed learning outcomes have been achieved. Examples of methods verifying learning outcomes: oral or written exams, oral or written final tests, mid-term or end-term tests, revision tests, practical and laboratory projects and classes, essay/paper, speech, presentations, semester/year/diploma papers, apprenticeships, evaluation of activity during classes, evaluation of group work effects.*

K\_W01: She/He knows the terminology used in pedagogy and its application in related disciplines at the extended level - assessment of student activity during classes, discussion.

K\_U07: She/He has the in-depth skills to observe, diagnose, rational assessment of complex educational situation and analyze the motives and patterns of human behavior -assessment of student activity during classes, discussion.

K\_K03: Appreciates the importance of pedagogical sciences for the development of the individual and proper relationships in social environments,

has positive attitude to acquire knowledge of the studied discipline and building a pedagogue's workshop - assessment of student activity during classes, discussion.

K\_K05: Is convinced of the necessity and importance of behavior in a professional manner and observing the rules of professional ethics; recognizes and formulates moral problems and ethical dilemmas related to own and other people's work; looking for optimal solutions and the possibility of correcting incorrect pedagogical activities - assessment of student activity during classes, discussion.

#### The course subject matter:

*You should describe the course subject matter (the list of issues, topics and problems including the most recent scientific achievements in the area of science connected with the course).*

1. Basic concepts, objectives, tasks, andragogy as a scientific discipline.
2. Outline of andragogical ideas in the historical dimension.
3. Development as a conceptual category in Andragogy.
4. Elements of adult didactics.
5. Phase of human development.
6. Educational biography - a new version of life
7. The process of educating adults

**Teaching methods:** *information about teaching methods (e.g. consultation, group workshops, projects, field work, etc.).*

Exercises: presence, assessment of student activity during classes, preparation and presentation of issues related to the content discussed during the classes; consultations.

#### Assessment methods and criteria:

*You should determine the principles of admittance to exams and terms and conditions of the course credit together with the rules of making-up work for missed classes and a number of absent hours disqualifying from passing the course.*

- One student's absence on exercises is allowed, the use of which still allows the student to pass the subject.
- Absences are worked out in the form of an oral statement.
- Passing the subject after obtaining positive evaluation (minimum 3.0)

Instructor:

.....  
*Drafted on:*

.....  
*title/degree, name and surname*