

Comparative Education in Europe

SYLABUS

A. Informacje ogólne

Elementy składowe sylabusu	Opis
Nazwa jednostki prowadzącej kierunek	<i>Faculty of Pedagogy and Psychology University of Białystok</i>
Nazwa kierunku studiów	<i>LLP – Erasmus subject</i>
Poziom kształcenia	
Profil studiów	
Forma studiów	<i>Full-time studies</i>
Kod przedmiotu	0800-ERA-7GHK
Język przedmiotu	<i>English</i>
Rodzaj przedmiotu	<i>LLP – Erasmus subject</i>
Rok studiów /semestr	<i>LLP – Erasmus subject, academic year 2019/2020</i>
Wymagania wstępne (tzw. sekwencyjny system zajęć i egzaminów)	<i>A student should have basic knowledge of pedagogy, sociology of education, history of education, methodology of educational research. A student should also possess language and communication competences in order to express and exchange opinions and formulate judgements.</i>
Liczba godzin zajęć dydaktycznych z podziałem na formy prowadzenia zajęć	<i>30-hour classes</i>
Założenia i cele przedmiotu	<i>Students gain general orientation in comparative education. They obtain basic knowledge of comparative education and understand its importance for analysing educational reality in the contemporary world. Students are able to analyse educational facts in different countries, explain their complexity taking into account political, economic, social and cultural context of particular countries. Students develop their cognitive competences in scope of analysing educational phenomena in comparative and international terms. What is more, students are able to use comparative analysis method in order to characterize education in the world.</i>
Metody dydaktyczne oraz ogólna forma zaliczenia przedmiotu	<i>Working methods: lecture, discussion, project assignments, individual consultations. Credit awarded on the grounds of a written test, a group project, class attendance and active participation.</i>

Efekty kształcenia ¹	Odniesienie do kierunkowych efektów kształcenia
<i>1. A student knows basic terminology used in comparative education, has basic knowledge of specificity of comparative education and understands its conditionings in different countries.</i>	<i>H1A_W02 H1A_W03 H1A_W05</i>
<i>2. A student is able to use basic theoretical knowledge of comparative education to analyse and interpret educational facts in the world in the context of political, economic, social and cultural situation of different countries.</i>	<i>S1A_U01 S1A_U02 S1A_U06 H1A_U04</i>
<i>3. A student understands the need to improve education, and is active in accomplishment of individual and group didactic tasks.</i>	<i>S1A_K07</i>

Punkty ECTS	4 ECTS		
Bilans nakładu pracy studenta	<i>Participation in classes – 30 h, preparation to classes – 30 h, participation in consultations - 30 h, realization of a project - 15 h, preparation to a test – 15 h</i>		
Wskaźniki ilościowe	Nakład pracy studenta związany z zajęciami:	Liczba godzin	Punkty ECTS
	<i>wymagającymi bezpośredniego udziału nauczyciela</i>	<i>60</i>	<i>2</i>
	<i>o charakterze praktycznym</i>	<i>60</i>	<i>2</i>

Data opracowania:	<i>29.03.2019</i>	Koordynator przedmiotu:	<i>Dr Agata Butarewicz-Głowacka</i>
--------------------------	-------------------	--------------------------------	-------------------------------------

Comparative Education in Europe

SYLABUS

B. Informacje szczegółowe

Elementy składowe sylabusu	Opis
Nazwa przedmiotu	Comparative Education in Europe
Kod przedmiotu	0800-ERA-7GHK
Nazwa kierunku	LLP – Erasmus subject
Nazwa jednostki prowadzącej kierunek	Faculty of Pedagogy and Psychology, University of Białystok
Język przedmiotu	English
Rok studiów/ semestr	LLP – Erasmus subject
Liczba godzin zajęć dydaktycznych oraz forma prowadzenia zajęć	30-hour classes
Liczba punktów ECTS	4 ECTS
Prowadzący	Dr Agata Butarewicz-Głowacka
Treści merytoryczne przedmiotu	<ol style="list-style-type: none"> 1. Comparative education as an independent scientific discipline. 2. Theoretical foundations of international comparative research. 3. Towards learning society. Organizational types of learning. Components of learning society. Four pillars of education: learning to know, learning to do, learning to live together, learning to be. 4. Priorities of education policy in Europe: equality of educational opportunities (towards disabled students, immigrants and illiterates), improvement of the quality of education, a new model of a teacher, European ideal of education . 5. Examples of alternative educational systems in Europe. Alternative education on the basis of homeschooling in European countries. 6. Key competences in Europe in the light of Eurydice Rapport Developing Key Competences at School in Europe: Challenges and Opportunities for Policy. 7. Education in European countries in the light of educational research by Eurydice, Eurostat, PISA, IEA 8. European educational programme Erasmus+ 9. Educational systems in chosen European countries – comparative analysis.
Efekty kształcenia wraz ze sposobem ich weryfikacji	<p>A student knows basic terminology used in comparative education, has basic knowledge of specificity of comparative education and understands its conditionings in different countries.</p> <p>Assessment on the grounds of a student's individual written test, group projects, attendance and active participation.</p>
Forma i warunki zaliczenia przedmiotu	<p>A course is led in a form of classes stimulating students to work independently and in groups. Interactive projects, which require involvement, responsibility and creativity, prepared and presented by students, constitute an important component of the classes. In order to complete a course a student needs to attend classes regularly, actively participate in classes, fulfil all the assignments, pass the test and prepare and present a project concerning an educational system in a chosen country.</p>
Wykaz literatury podstawowej i uzupełniającej	<p>“Comparative Education”, “Comparative Education Review”</p> <p>Arnove R. F., Torres C. A., <i>Comparative Education: The Dialectic of the Global and the Local</i>, Rowman and Littlefield Publishers, Inc., Maryland, 2007</p> <p>Hayden, M., <i>Introduction to International Education. International Schools and their Communities</i>, Sage, London, 2006.</p> <p>Woods, P.A., Woods G.J.(Eds.), <i>Alternative Education for the 21st Century. Philosophies, Approaches, Visions</i>, Palgrave Macmillan, New York, 2009.</p> <p><i>Key Data on Education in Europe 2012</i>, Educational, Audiovisual and Culture Executive, Brussels, 2012.</p> <p><i>Focus on Higher Education in Europe: the Impact of the Bologna</i></p>

	<p><i>Process, Educational, Audiovisual and Culture Executive, Brussels, 2010.</i></p> <p><i>White paper on education and training. Teaching and learning. Towards the learning society,</i></p> <p>http://ec.europa.eu/languages/documents/doc409_en.pdf</p> <p>http://www.hslda.org/hs/international/</p> <p>http://ncspe.org/publications_files/Home-Schooling-FAQ.pdf</p> <p>http://news.bbc.co.uk/2/hi/uk_news/education/8576769.stm</p> <p>http://www.eurydice.org.pl/sites/eurydice.org.pl/files/H_K_C_PL.pdf</p> <p>http://www.eurydice.org.pl/sites/eurydice.org.pl/files/145EN.pdf</p> <p>http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm</p> <p>http://www.llp.org.pl/</p> <p>http://ec.europa.eu/youth/youth-in-action-programme/actions_en.htm</p> <p>https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Home</p> <p>http://www.oecd.org/</p> <p>http://www.oecd.org/pisa/</p> <p>http://www.iea.nl/</p> <p>http://eacea.ec.europa.eu/youth/index_en.php</p> <p>http://www.unesco.org/delors/fourpil.htm</p>
--	---

.....
 podpis osoby składającej sylabus