

Külföldi intézmény neve:	University of Bialystok
Erasmus kód:	PL BIALYS04
Kurzusinformáció	https://noe.uwb.edu.pl/wydzial/erasmus/incoming-students

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művter	Félév
Comparative Education	380-ERA-7ICD	ősz	tanító / óvó	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.	Az EU és az oktatás	SZABV118	bármelyik	nem	szabvál
Elements of social skills training	380-ERA-7JIT	ősz	tanító / óvó	The classes are of a workshop nature, and its main goal is to train various social skills necessary for proper functioning in social groups.					
Harvard Negotiation Model	380-ERA-7HDZ	ősz	tanító / óvó	Substantive content: Harvard Negotiation Model – main principles. Main negotiation styles. Conception of Win-Win strategy. Preparation phase: best alternative to the negotiation agreement, zone of possible agreement. Negotiations technics.					
Intercultural communication	380-ERA-7JIB	ősz	tanító / óvó	The classes introduce issues of interculturalism through the analysis of theories and concepts of coexistence of different cultural systems, the dynamics of their interpenetration and the construction of the so-called "third way". Analyses of semiotic theories and work with Gudykunst's theory introduce students to the issue of intercultural communication. The content of the course is the study of principles and rules that guide communication when the factor of cultural difference is introduced. Students will become acquainted with the basics of semiotic theory and Barthes' method, which allows them to analyze communication from an intercultural perspective.	Interkulturális kommunikáció	SZABV23-1	bármelyik	nem	szabvál
Literature for Children and Teenagers	380-ERA-7GIA	ősz	tanító / óvó	The course presents the development of literature for children and young people in historical and problematic perspectives (basic trends, conventions and topics). The starting point is the cultural image of childhood in Western European civilization. Next, the genesis of literature in Europe (beginning of the 18th century) is discussed. Subsequent meetings devoted to the world fairy tales (the fairy tale brothers Grimm, Andersen). The important phenomena of our time will be discussed (literary fashions, anti-pedagogical trends, horrors), trends in current literature for children.	Korunk irodalma I.-II	TT22NA04A04	tanító	nem	V
					Gyermekirodalom I.	TT22NA04AGY	tanító	nem	III
					Angol nyelvű gyermekirodalom II.	TT22NA01MT08	tanító	igen	V
					Angol nyelvű ifjúsági irodalom	TT22NA01MT09	tanító	igen	VI
					Korunk irodalma	ÓP17NA04A10	óvó	nem	IV
					Angol nyelvű gyermekirodalom I	ÓP17NA01AM11	óvó	igen	III
Social Pathologies	380-ERA-7GUD	ősz	tanító / óvó	The aim of the course is analysis of individual, group or social systems' abnormal forms of activity defined as social pathologies. The work during this course is linked with these topics: norms vs deviations; How pathologies are defined; How social pathologies are classified; Theoretical background of social pathologies; Prevention strategies in social pathologies					
Working with culturally diverse group. Workshops	380-ERA-7JEN	ősz	tanító / óvó	The course will concern acquiring knowledge about the processes taking place in culturally diverse environments. During workshops, students will be able to develop their competences related to working with culturally diverse groups. Course participants will learn about the methods and forms of working with a culturally diverse group in an active way. The classes will create opportunity to share experiences related to functioning in a culturally diverse environment, participation in intercultural initiatives and presenting own ideas for intercultural educational activities.	Inkluzív nevelés	TT17NA06A12	tanító	nem	V
					A differenciálás pedagógiája	TT22NA06A05	tanító	nem	V
					Inkluzív nevelés	ÓP17NA06A13	óvó	nem	IV

From Love to Hate: The Bright and Dark Side of Moral Emotions in Psychology	380-ERA-7JIS	ősz	tanító / óvó	The course provides a captivating background for students of different disciplines who are interested in exploring human behaviours from prominent psychological points of view. Moral emotions such as guilt and shame are discussed, with particular emphasis put on their contribution to someone's fulfillment, disgrace, or even a crime. In the society, moral behaviours, together with empathy, are in high demand. However, numerous violations are so often present as well. Therefore, narcissistic and psychopathic traits will be studied (the 'Dark Triad') to better understand why moral emotions can be linked to maladaptive and antisocial acts. The course offers a variety of opportunities of active involvement through mini-researching, discussion, and a search for examples of some of the phenomena studied in real life.					
Andragogy	380-ERA-7GHT	tavasz	tanító / óvó	Presentation of issues that are the subject of interest of Andragogy - adulthood, adult people, development, educational process.					
Creativity Workshop	380-ERA-7JHW	tavasz	tanító / óvó	Creative warm-up - introduction to the "creativity" issue and the purposefulness of its training. Exercises help to concentrate on the creative tasks, build the group's creative atmosphere (interest, integration, educational play) and stimulate creative thinking such as fluidity (ability to generate large amount of solutions), flexibility (efficient transition between methods and problems) and originality (ability to create non-standard solutions); Interrogative thinking training - it develops the abilities to recognize the problems and to formulate and reformulate the questions (redefining the problems); Associative thinking training - it aims to stimulate the participants to combine (associate) different things and ideas in order to find new perspectives for generating creative solutions; Transformative thinking training - it aims to develop the ability to transform things (in one's imagination or in the reality) into new and original creations; Search for creative solutions in the implementation of care and educational tasks					
Disability Studies	380-ERA-7JHZ	tavasz	tanító / óvó	Disability Studies sees disability primarily as residing in society, something that is done to people who are regarded within the culture as having underperforming bodies (that include minds). Disability is thus akin to racism, sexism, and homophobia. Clinical fields tend toward seeing disability as something that inheres within the individual and that must be corrected by means including cure, rehabilitation, or even genocide. 1. Introduction Disability Definition: An Evolving Phenomenon, Medical Model of Disability, Social Model of Disability. 2. Social Model of Disability. 3. Feminist Disability Theory. 4. Disability and Critical Race Theory. 5. Disability Studies and Queer Theory. 6. Deafness, Deaf Culture/Deaf Studies	Gyógypedagógiai alapismeretek	KB19-06MN05	bármelyik	nem	kötvál
Psychology of Trauma	380-ERA-7JIU	tavasz	tanító / óvó	The course will cover the theoretical and practical aspects of different kinds of traumatic experiences. Using readings, clinical case presentations, films, and class discussions, we will analyze the etiology, neurobiology, recent theories, and treatment of traumatic stress. Following the research on relevant risk and protective factors associated with traumatic stress will be also presented. Classes: 1. Basic terminology: trauma, traumatic stressor, types of traumatic experiences. 2. PTSD and ASD: etiology and symptoms (DSM-5). Complex trauma. 3. Traumatic memory and flashbacks. Strategies of processing traumatic memory. Biology of trauma. 4. Developmental trauma disorder, adverse childhood experiences (ACE). 5. Traumatic experiences and the attachment theory. 6. Traumatic experiences and the mentalization concept. 7. The transgenerational model of traumatic experiences. 8. Trauma and recovery: resilience factors, post-traumatic growth, working with emotional distress, stages of trauma recovery.					

International Social Policy	380-ERA-7JIC	tavaszi	tanító / óvó	<p>Students gain general orientation in social policy as an academic discipline and as the activities of the state. They obtain basic knowledge of social policy: subject of social policy, global, European, non-governmental objects of social policy, aims, tasks, fields of interest of social policy. Students are able to analyse social issues 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 social problems in comparative and international terms. 1. Social policy as an academic discipline and as the activities of the state. Basic terminology used in social policy. Subject, tasks, fields of interest of social policy.; 2. Chosen models of social policy in the world.;</p> <p>3.United Nations and its chosen agencies: FAO, ILO, UNESCO, WHO, IBRD, IMF as the global body of social policy.; 4.European Union as the European body of social policy.; 5. International non-governmental organisations in social policy on the basis of Caritas, Red Cross and Amnesty International.; 6. Volunteering and mentoring as the important tools in social policy.; 7. Visiting two chosen NGOs significant in Bialystok: Caritas and the Foundation Dialogue.; 8. Social issue as the basic category in social policy.; 9. Chosen social issues (migrations, addictions, poverty, homelessness) in Europe in comparative aspect.;10. Social policy in chosen European countries – comparative analysis.</p>					
Non-governmental Organizations in a Civil Society	380-ERA-7JID	tavaszi	tanító / óvó	<p>During the classes the students will learn about the work character in chosen non-governmental organizations from all over the world:</p> <ul style="list-style-type: none"> - the specifics of their activity, - used methods, - undertaken initiatives, etc. <p>1. The meaning of the terms: non-governmental organization, foundation, association, third sector, non-governmental sector, civil society, social activities, lifelong learning; non-formal education.; 2. Non-governmental organizations' mission in a civil society (types of non-governmental organizations, concept of civil society, characteristic of chosen non-governmental organizations).; 3. Formal, Non-formal and In-formal Education as a space of learning (concepts of formal, non-formal and in-formal education, methods and forms of formal and non-formal education, the idea of lifelong education).; 4. Different aspects of volunteering (volunteering, volunteer, voluntary work, voluntary organization, type of volunteering, role of voluntary work in a civil society).; 5. Equality and inclusion in a non-governmental organizations' activities (the meaning of the terms inclusion, exclusion, equality; people with special needs in a civil society and ways of supporting them by NGO).; 6. Examples of non-governmental organization activities in civil societies.; 7. Examples of the non-governmental organizations projects and programmes directed to different groups (including minorities, foreigners, refugees, people with disabilities, etc.).</p>					
Research Methods in Education	380-ERA-7GWM	tavaszi	tanító / óvó	<p>This course will aim to help student teachers develop a basic understanding of educational research. It will cover features of educational research in general (qualitative and quantitative methods), and action research (AR) in particular in order to develop student teachers' understanding of AR and prepare them to conduct it in a school setting. The main aims of this course are:</p> <ul style="list-style-type: none"> * to present different types of research in education along with the examples of research projects; * to explain the main differences between qualitative and quantitative research methods in education; * to enhance students' knowledge and skills concerning research design, especially preparing theoretical frameworks, formulating research aims and problems, data collection and analysis, discussion and implications; * to show ethical dilemmas in educational research; * develop student's own research proposal and ethics application for a small scale study in the field of education; * to develop students' skills of critical and innovative thinking. 	Kutatásmódszertan	TT22NA06A03	tanító	nem	IV
Polish Language Course		ősz / tavasz	tanító / óvó						