

Pedagogy of Giftedness and Creativity - opis przedmiotu

Informacje ogólne	
Nazwa przedmiotu	Pedagogy of Giftedness and Creativity
Kod przedmiotu	05.5-WP-PED-PGC
Wydział	Wydział Nauk Społecznych
Kierunek	WNS - oferta ERASMUS / Pedagogika
Profil	-
Rodzaj studiów	Program Erasmus drugiego stopnia
Semestr rozpoczęcia	semestr zimowy 2021/2022

Informacje o przedmiocie	
Semestr	1
Liczba punktów ECTS do zdobycia	5
Typ przedmiotu	obowiązkowy
Język nauczania	angielski
Sylabus opracował	- dr hab. Marzenna Magda-Adamowicz, prof. UZ - dr Klaudia Kasowska

Formy zajęć					
Forma zajęć	Liczba godzin w semestrze (stacjonarne)	Liczba godzin w tygodniu (stacjonarne)	Liczba godzin w semestrze (niestacjonarne)	Liczba godzin w tygodniu (niestacjonarne)	Forma zaliczenia
Ćwiczenia	30	2	-	-	Zaliczenie na ocenę

Cel przedmiotu

Introduction students with basic knowledge of pedagogy giftedness and creativity (being, types of skills and creativity).

Wymagania wstępne

Knowledge of general pedagogy, developmental psychology, general didactics.

Zakres tematyczny

The concept of giftedness and their typology.

A child capable of in the light of educational laws.

Characteristics of capable people.

Identification of gifted students. Psychological, strategic and nomination identification methods.

Strategies for gifted education.

Models of gifted education in history and today.

The specificity of school programs and extracurricular activities aimed at gifted students.

Methods and tools for evaluation of a teacher working with a child capable.

The evolution of the concept of creativity, and the terms synonymous.

The dimensions of creativity. Subjectivity and objectivity creativity.

Aspects relevant to the work of objective and subjective.

Development of creativity and its crises in humans.

Model of creative personality of the child and the importance of family environment.

Types of creative activity of the child and youth.

Stimulators and inhibitors work.

The concept of the work of teaching the teacher. Teacher student capable and creative.

Gifted and creative problems in learning and behavior.

Syndrome of inappropriate achievements of gifted children and creative

Metody kształcenia

Lectures - conventional problem, conversational and multimedia presentations

Exercise - work with text, discussion, design tasks, the method of cases, group work, brainstorming

Efekty uczenia się i metody weryfikacji osiągnięcia efektów uczenia się

Opis efektu	Symbole efektów	Metody weryfikacji	Forma zajęć
Students interpret the basic concepts of pedagogy giftedness and creativity, and IT concepts (eg. Capabilities, talents, creativity), characterize child capable, talented, creative and molds Their Activity. Can evaluate and choose suitable methods, forms, measures to make rules work with your child talented and creative He can design to design classes for gifted children and creative		Lectures Credit on the basis of active participation (25%) and discussion of students (25%), constructed the project (25%), written work (25%). Exercises Included with the evaluation on the basis of a written test (25%), design tasks and educational situations (25%), a multimedia presentation to a selected topic (25%) of active participation and discussion of students (25%). Final evaluation Positive evaluation of the test, which includes the content of the exercises (50%) and lectures (50%).	Ćwiczenia

Warunki zaliczenia

Lectures

Credit on the basis of active participation (25%) and discussion of students (25%), constructed the project (25%), written work (25%).

Exercises

Included with the evaluation on the basis of a written test (25%), design tasks and educational situations (25%), a multimedia presentation to a selected topic (25%) of active participation and discussion of students (25%).

Final evaluation

Positive evaluation of the test, which includes the content of the exercises (50%) and lectures (50%).

Literatura podstawowa

M. Magda-Adamowicz, Children's creativity in a systemic perspective, Wydawnictwo Adam Marszałek, Toruń 2013

W. Limont (2013). Support and education of gifted students in Poland. Journal for the Education of the Gifted, 36(1), 66-83.

W. Limont (2009). Specific and creative abilities. In T. Subhi-Yamin (Ed.). Excellence in Education: Future Minds and Creativity (pp. 1033-1042). Proceedings of the Annual Conference of the International Centre for Innovation in Education (ICIE) held in Paris-France. Ulm, DE: ICIE.

Limont, W., Dreszer, J., Bedyńska, S., Piechowski, M. M. (2009). Overexcitability and creative attitude of gifted students. W: .S. Popek, R. E. Bernacka, C. W. Domański, B. Gawda, D. Turska, A. M. Zawadzka (red.). Psychologia twórczości-nowe horyzonty (ss. 317-326). [Psychology of creativity-new approaches.] Lublin: Wydawnictwo Uniwersytetu Marii Curie -Skłodowskiej.

Albert R. S., Runco M. A., A history of research on creativity, In: Handbook of creativity, (eds.) R. J. Sternberg, New York: Cambridge University Press 1999

Dyrda B. (2009) The underachievement syndrome of the gifted and creative children – the diagnostic approach and the research results. “The Learning Teacher Journal” Vol. 3, No 1/ 2009, s. 3-17

Guilford J. P. Intelligence, creativity and their educational implications, San Diego 1968

Literatura uzupełniająca

W. Limont (2012). "Passion of Growth": Giftedness and Creativity in the Theory of Positive Disintegration. In A. Ziegler, Ch. Fischer, H. Stoeger, M. Reutlinger (Eds.). Gifted Education as a Lifelong Challenge: Essays in Honour of Franz Mönks (pp.43-56). Münster, DE: LIT-Verlag

Dyrda B. (2011) Personal narratives of school educators on supporting the development of gifted students – a perspective from schools in Poland. "The Learning Teacher Journal" Vol. 5, No 2/ 2011

Uwagi

*The subject can be run every semester, in case there is not enough persons to make a group there will be individual class run during instructor hours.

Zmodyfikowane przez dr Magdalena Pokrzyńska (ostatnia modyfikacja: 15-04-2021 19:20)

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