

Course: Andragogy	ECTS Points: 2
Course Code: 0800-ERA-7GHT	
Language: English	
<p>Course description:</p> <ol style="list-style-type: none"> 1. Knowledge about opportunities of adult people intellectual, social and cultural development. 2. Importance of past accomplishments and current life situation in shaping the future. 3. Institutional and pedagogical dimensions of human development support. 4. Understanding the problems of late adulthood and social implications arising from the aging of the population. 5. Awareness of the responsibility in shaping their own future based on biographical analysis. 	
Lecturer: Krzysztof Czykier	
Semester: Summer	Number of hours: 15 Lecture: Classes: 15
<p><u>Courses to be completed before enrollment to the course:</u> pedagogy, psychology, developmental psychology, social problems</p>	
<p><u>Substantive content</u> Knowledge about adult people in context of different development opportunities in biological, psychical, social and cultural dimensions.</p>	
Classes	Number of hours
1. Basic concepts, objectives and tasks of andragogy as a scientific discipline.	2
2. Outline of andragogical ideas in the historical dimension.	2
3. Development as a conceptual category in Andragogy	2
4. Elements of adult didactics	2
5. Phase of human development	2
6. Educational biography - a new version of life	2
7. The process of adult education	2
8. Summary and passing	1
<p><u>Aims of the course:</u></p> <ol style="list-style-type: none"> 1. Cognition of the terminology used in pedagogy/andragogy and its application in related 	

disciplines at the extended level.

2. Acquisition of the in-depth skills to observe, diagnose, rational assessment of complex educational situation and analyze the motives and patterns of human behavior.
3. Noticing the importance of pedagogical sciences for the development of the individual and proper relationships in social environments.
4. Understanding the diversity of factors affecting human development.

Teaching methods:

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

Literature:

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. Montegudo 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

Forms and conditions of credit:

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