

<b>STUDY MODULE DESCRIPTION FORM</b>		
Name of the module/subject <b>Training and instruction</b>		Code <b>1011102231011176448</b>
Field of study <b>Safety Engineering - Full-time studies - Second-</b>	Profile of study (general academic, practical) <b>(brak)</b>	Year /Semester <b>2 / 3</b>
Elective path/specialty <b>Work Safety Management</b>	Subject offered in: <b>Polish</b>	Course (compulsory, elective) <b>elective</b>
Cycle of study: <b>Second-cycle studies</b>	Form of study (full-time, part-time) <b>full-time</b>	
No. of hours Lecture: - Classes: <b>15</b> Laboratory: - Project/seminars: -		No. of credits <b>1</b>
Status of the course in the study program (Basic, major, other) <b>(brak)</b>		(university-wide, from another field) <b>(brak)</b>
Education areas and fields of science and art		ECTS distribution (number and %)
<b>Responsible for subject / lecturer:</b>		
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<b>Prerequisites in terms of knowledge, skills and social competencies:</b>		
1	<b>Knowledge</b>	General knowledge of social subjects
2	<b>Skills</b>	Of learning with understanding and making use of knowledge in practice
3	<b>Social competencies</b>	Motivation to earn skills and make use of them during leading trainings
<b>Assumptions and objectives of the course:</b>		
To communicate knowledge and skills needful in trainings and it's theoretical context		
<b>Study outcomes and reference to the educational results for a field of study</b>		
<b>Knowledge:</b>		
1. Study knows the categories from definition of training in pedagogical and psychological context - [-] 2. Student knows types of trainings and it - [-] 3. Student knows the stages of training cycle - [-] 4. Student knows traditional and activating training methods and knows when to use it - [-]		
<b>Skills:</b>		
1. Student can plan chosen type of training - [-] 2. Student can practise traditional and activating methods - [-] 3. Student can make a good presentation - [-]		
<b>Social competencies:</b>		
1. Student can choose relevant devices of control and grading the training - [-] 2. Student obey the rules of verbal and un verbal communication - [-]		
<b>Assessment methods of study outcomes</b>		
Project of the training prepared in pairs and presented publicly		
<b>Course description</b>		

1. Categories of knowledge and skills in pedagogical perspective 2. Categories of attitudes and social behaviours in the perspective of social psychology 3. Determinants of adult-learning 4. Stages of training cycle 5. Training methods		
<b>Basic bibliography:</b> 1. Nowacki T.: Podstawy dydaktyki zawodowej. PWN Warszawa 1971. 2. Pólturzycki J.: Potrzeby i perspektywy rozwoju andragogiki w XXI wieku. Edukacja ustawiczna dorosłych. Kwartalnik naukowometodyczny nr 4/2006. 3. Łaguna M., Szkolenia. Jak je prowadzić... GWP Gdańsk 2004 4. Łaguna M., Szkolenia. Jak je prowadzić... GWP Gdańsk 2004		
<b>Additional bibliography:</b> 1. Łaguna M., Fortuna P.: Przygotowanie szkolenia, czyli dobry początek prowadzi do sukcesu. GWP, Gdańsk 2009. 2. Zubrzycka-Nowak M., Ryszczyńska K., Monostori S., Czym (nie) jest coaching?, GWP 2010 3. Rogers J., Coaching, GWP 2009 4. Detz J., Sztuka przemawiania, GWP 2008 5. Fortuna P., Łaguna M., Przygotowanie szkolenia, GWP Sopot 2009 6. Zubrzycka-Nowak M., Ryszczyńska K., Monostori S., Czym (nie) jest coaching?, GWP 2010 7. Rogers J., Coaching, GWP 2009 8. Detz J., Sztuka przemawiania, GWP 2008 9. Fortuna P., Łaguna M., Przygotowanie szkolenia, GWP Sopot 2009		
<b>Result of average student's workload</b>		
<b>Activity</b>		<b>Time (working hours)</b>
1. Participation in classes		15
2. Individual work on project		5
<b>Student's workload</b>		
<b>Source of workload</b>	<b>hours</b>	<b>ECTS</b>
Total workload	20	1
Contact hours	15	0
Practical activities	15	0