



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Occupational pedagogy

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### Course

Field of study

Safety Engineering

Area of study (specialization)

Integrated Management of Safety in Organization

Level of study

Second-cycle studies

Form of study

part-time

Year/Semester

2/3

Profile of study

general academic

Course offered in

Polish

Requirements

elective

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### Number of hours

Lecture

Laboratory classes

Other (e.g. online)

Tutorials

Projects/seminars

10

### Number of credit points

1

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### Lecturers

Responsible for the course/lecturer:

Ph.D., D.Sc., Joanna Sadłowska-Wrzesińska,  
University Professor

Responsible for the course/lecturer:

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### Prerequisites

The student has basic knowledge in the field of ergonomics and safety at work as well as work



psychology. The student has the ability to apply theoretical issues in practice, select available information and use various sources of knowledge, moreover, demonstrate cognitive openness and readiness to transfer the acquired knowledge.

### Course objective

Providing basic knowledge in the field of adult education, building a career path and overcoming barriers on the labor market; getting acquainted with selected didactic methods useful in working with an adult student.

### Course-related learning outcomes

#### Knowledge

1. Student knows the legal requirements for education in the field of safety, health and ergonomics in the work environment [P7S\_WG\_03],
2. Student knows the traditional and activating methods in training and the specificity of learning about safety and ergonomics by adults [P7S\_WG\_03].

#### Skills

1. Student is able to properly select sources and information derived from them in relation to the latest achievements in the field of adult education, also conducted remotely [P7S\_UW\_01].
2. Student is able to prepare and present an oral presentation on specific issues in the field of Safety Engineering, using the known methods, techniques and communication tools [P7S\_UW\_02].
3. The student is able to present the problem within the ergonomics and safety at work using appropriately selected means. [P7S\_UK\_01].

#### Social competences

1. Student understands the need for lifelong learning; can inspire and organize the learning process of other people and their professional development [P7S\_KR\_02].
2. Student is aware of the role of self-education and teaching others, understands the non-technical effects of engineering activities, sees and exposes the essence of education for work and work [P7S\_KR\_02].

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Formative assessment:

- knowledge is verified by a test on the principles of adult education; the colloquium has a written form and a mixed nature of tasks (open and closed questions); the colloquium takes place in the middle of the semester. Skills are verified through assessments resulting from the exercises and activity in the classroom. Social competences verified through discussions with students.

Summative assessment:



- oral final test (public speech on a previously assigned topic) and the average of the partial grades obtained during the course.

The first and second approach pass threshold - 50% + 1.

### Programme content

1. Subject, tasks and problem areas of work pedagogy. 2. Professional development and education through work. 3. Education, training and professional development in the area of work safety and ergonomics. 4. Retraining. Training. Self-education. Lifelong Learning: An educational strategy for lifelong learning. 5. The tasks of lifelong education of adults. The specificity of educating adult students. The path of professional development of a modern man. 6. Teaching methods used in the process of adult education (teaching, problematic, exposing, programmed, practical). 7. Problems of the contemporary labor market. Competency resources of graduates and the expectations of employers.

### Teaching methods

- multimedia presentation constituting the background for seminar and panel discussions,  
- workshop method, drama, case study.

### Bibliography

#### Basic

1. Sadłowska-Wrzesińska J., Lewicki L., Podstawy bezpieczeństwa i zdrowia w pracy, Wydawnictwo WSL, Poznań, 2018.
2. Żołnierczyk-Zreda D., Kontrakt psychologiczny pomiędzy pracodawcą a pracownikiem, dostęp: <https://www.ciop.pl/CIOPPortalWAR/file/79750/Kontrakt-psychologiczny-mat-informacyjne-1-P-18.pdf>.
3. Wiatrowski Z., Podstawy pedagogiki pracy, Wydawnictwo Akademii Bydgoskiej im. K. Wielkiego, Bydgoszcz, 2005.
4. Nauka o Pracy - Bezpieczeństwo, Higiena, Ergonomia. Pakiet edukacyjny dla uczelni wyższych, dostęp: <http://nop.ciop.pl>.

#### Additional

1. Kwiatkowski S. M., Bogaj A., Baraniak B., Pedagogika pracy, Wydawnictwo Akademickie i Profesjonalne, Warszawa, 2007.
2. Nowacki T. W., Jeruszka U., Podstawy dydaktyki pracy, WSP TWP, Warszawa, 2004.



### Breakdown of average student's workload

	Hours	ECTS
Total workload	25	1,0
Classes requiring direct contact with the teacher	10	0,5
Student's own work (literature studies, preparation for laboratory classes/tutorials, preparation for tests) <sup>1</sup>	15	0,5

<sup>1</sup> delete or add other activities as appropriate