

**A COURSE SYLLABUS – DOCTORAL SCHOOL**  
**regarding the qualification cycle from 2022/2023 to 2025/2026**

<b>GENERAL INFORMATION ABOUT COURSE</b>				
Course title		<b>OPTIONAL SPECIALISED SUBJECT:</b> <b><i>Cooperation between the school and the family environment.</i></b>		
Name of the unit running the course		Doctoral School at University of Rzeszów		
Type of course ( <i>obligatory, optional</i> )		compulsory - optional specialist		
Year and semester of studies		year IV, semester VII		
Discipline		pedagogy		
Language of Course		Polish language/English language		
Name of Course coordinator		Dr Barbara Lulek		
Name of Course lecturer		Dr Barbara Lulek		
Prerequisites		Extensive knowledge of pedagogy, psychology and school education, with a focus on family issues and school-family relations. Knowledge of English at B2 CEFR level, with a focus on specialist vocabulary.		
<b>BRIEF DESCRIPTION OF COURSE</b> <b>(100-200 words)</b>				
<p>OPTIONAL SPECIALISED SUBJECT: Cooperation between school and family environment aims to organise knowledge about the three basic forms of social relations, i.e. cooperation, collaboration and partnership in the education process, their constitutive features, as well as degrees of educational participation. The above-mentioned forms of social relations in the process of educating a child/student are aimed at achieving common educational goals in an atmosphere of pedagogical dialogue. The content of the course allows students to broaden their knowledge about the sources of cooperation between the school and the family, the goals, specific forms and their categorisation, as well as the principles and models of cooperation between the school and the family. The issues of planning, developing and improving cooperation between these environments are also discussed. The implementation of common educational goals by parents and teachers does not always proceed smoothly. Cooperation is hampered by divergent expectations of the cooperating parties, lack of communication, and organisational and mental barriers. Another important issue is the areas of research on educational cooperation in Poland and worldwide.</p>				
<b>COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES</b>				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
<b>Knowledge (no.)</b>	knows and understands, has knowledge			
<b>P8S_WG1</b>	Has extensive, structured theoretical knowledge and practical experience concerning the school environment and mutual relations between the school and the pupil's family, is familiar with the current state and main trends in research on the relationship between the	<b>P8S_WG</b>	Seminar	Written assignment /discussion

	school and family environments, which lead to a qualitatively new understanding of the world, and not just minor adjustments.			
<b>P8S_WG2</b>	Knows the directions of development in the discipline of pedagogy related to research on cooperation between the contemporary school and the child's family environment.	<b>P8S_WG</b>	Seminar	Written assignment /discussion
<b>P8S_WG3</b>	Knows and communicates using the terminology used in the discipline of pedagogy, in Polish and in a foreign language leading in the discipline, on topics related to the mutual relations between the school and the student's family environment.	<b>P8S_WG</b>	Seminar	Written assignment /discussion
<b>P8S_WK1</b>	Has knowledge of the impact of the development of civilisation on cooperation between the school and the family environment.	<b>P8S_WK</b>	Seminar	Written assignment
<b>Skills (no.)</b>	can			
<b>P8S_UW1</b>	They are able to set ambitious scientific goals related to analysing the results of research on the mutual relations between the school and family environments, identify, define and formulate research hypotheses, select appropriate research tools, and draw constructive conclusions about the relationship between the school and the child's family environment based on the research results obtained.	<b>P8S_UW</b>	Seminar	Written assignment /discussion
<b>P8S_UW2</b>	Based on available global scientific literature, they are able to identify and solve research and scientific problems related to the cooperation between the school and the student's immediate environment.	<b>P8S_UW</b>	Seminar	Written assignment
<b>P8S_UW3</b>	Is able to use their interdisciplinary knowledge and practical experience to analyse and evaluate research achievements, expert works and other scientific publications,	<b>P8S_UW</b>	Seminar	Written assignment /discussion

	formulating on this basis a critical opinion on the relationship between the school and the student's environment.					
<b>P8S_UK6</b>	Is able to communicate in a foreign language at B2 CEFR level to a degree that enables active participation in an international scientific and professional environment.	<b>P8S_UK</b>	Seminar			Written assignment
<b>Social competence (no.)</b>	is ready to					
<b>P8S_KK3</b>	Is ready to make a substantive, objective assessment, including expressing criticism of scientific achievements in pedagogy and related disciplines, on the subject of cooperation between the school and the child's family environment.	<b>P8S_KK</b>	Seminar			Written assignment /discussion
Semester (no.)	Lectures	Seminar	Conversatory/ Lab classes	Internships	others	ECTS
<b>VII</b>	-	<b>15 hrs.</b>	-	-	-	<b>2</b>

#### METHODS OF INSTRUCTION

- *SEMINARS;*
- *CLASSES WITH MULTIMEDIA PRESENTATIONS;*
- *WRITTEN WORK;*
- *DISCUSSION.*

#### COURSE CONTENT

Seminar:

1. Interaction, cooperation, partnership, dialogue – the complexity of terminology issues.
2. Sources of cooperation with families in the educational environment.
3. The family-school co-space. The goals and tasks of parents and teachers in the process of educating their children.
4. The presence of parents at school. Attempts at typological classification.
5. Traditional and innovative forms of cooperation between the school, the family and the social environment.
6. Factors determining cooperation between schools, families and the social environment.
7. Selected models of cooperation between schools and the family environment.
8. Review of research on building the social involvement of parents, teachers and representatives of the school environment in the school education of children.

#### COURSE ASSESSMENT CRITERIA

**The examination takes place after each semester of the course (semester 2, semester 4, semester 6, semester 7).**

Requirements for passing the course:

- preparation of a written paper on a given topic and defence of the presented position during a discussion;
- active and regular participation in classes;
- ability to lead discussions and draw constructive conclusions;

The doctoral student prepares a paper on a topic indicated by the teacher from the scope of issues related to the subject of 'Goals, forms, models of cooperation. On the difficulties and possibilities of cooperation between parents and teachers' with a short substantive description;

**Very good grade:**

- substantive activity and engagement during classes,
- visible ability to lead discussions and draw constructive conclusions,
- very high substantive value of written work;
- attendance at all classes;
- active use of the proposed literature and instructional materials, expanded and deepened on one's own.

**Good plus grade:**

- substantive activity during classes;
- high substantive value of written work;
- attendance at least 4/5 of the total number of classes;
- visible satisfactory ability to lead discussions and draw conclusions;
- active use of the recommended literature and instructional materials.

**Good grade:**

- satisfactory substantive activity during classes;
- satisfactory substantive value of written work;
- attendance at least 4/5 of the total number of classes;
- moderate ability to lead discussions and draw conclusions;
- satisfactory use of the recommended literature and instructional materials.

**Pass with distinction:**

- moderate level of substantive activity during classes
- relatively poor substantive value of written work;
- attendance at least 3/5 of the total number of classes;
- moderately poor ability to lead discussions and draw conclusions;
- moderate use of the recommended literature and instructional materials.

**Satisfactory grade:**

- low level of activity during classes
- poor substantive value of written work;
- attendance at least 3/5 of the total number of classes;
- poor ability to lead discussions and draw conclusions;
- sporadic use of the recommended literature and instructional materials.

**Fail:**

- lack of activity during classes;
- unacceptable substantive value of written work;
- lack of ability to lead discussions and draw conclusions;
- absence from more than 3/5 of the total number of classes;
- lack of use of the recommended literature and instructional materials.

**TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS**

Activity	Number of hours
Scheduled course contact hours	<b>15</b>
Other contact hours involving the teacher (consultation hours, examinations)	<b>1</b>
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	<b>40</b>
<b>Total number of hours</b>	<b>56</b>

Total number of ECTS credits	2
<b>INSTRUCTIONAL MATERIALS</b>	
Compulsory literature:	<p>D. Allen, A. Kasprzyk, Krytyczni, wymagający i dysfunkcyjni rodzice, Kraków 2020.</p> <p>D. Jankowski, Szkoła, środowisko, współdziałanie, Toruń 2001.</p> <p>M. Mendel, Edukacja społeczna. Partnerstwo rodziny szkoły i gminy w perspektywie amerykańskiej, Toruń 2002.</p> <p>M. Mendel, Partnerstwo rodziny szkoły i gminy, Toruń 2000.</p> <p>M. Mendel, Rodzice i szkoła, Jak współuczestniczyć w edukacji dzieci? Toruń 2000.</p> <p>P. Młynek Współpraca środowisk: szkolnego i rodzinnego z perspektywy rodziców i nauczycieli, Katowice 2021.</p> <p>A. Kiełczewska, T. Garstka, J. Zmijski i in. (red.), Współpraca z rodzicami w szkole. Scenariusze zebrań, wskazówki do prowadzenia trudnych rozmów, materiały dla rodziców, Warszawa 2016.</p> <p>J. Korodziński, Szkoła wspólnych działań, czyli o relacjach i współpracy, Warszawa 2017.</p> <p>M. Kowaluk- Romanek, M. Sumujło, T. Sokołowska-Dzioba, Budowanie relacji w przestrzeni edukacyjnej, Lublin 2021</p> <p>B.Lulek, Reczek-Zymróż Ł., Rodzina i szkoła w zmieniającej się przestrzeni edukacyjnej. Dylematy czasu przemian, Rzeszów 2014.</p> <p>B. Lulek, Rodzina i szkoła. Między współpraca a współzawodnictwem, Krosno 2012.</p> <p>B. Lulek, Szmyd K., Edukacja wobec wyzwań współczesności, Krosno 2014.</p> <p>B. Lulek, Współpraca szkoły, rodziny i środowiska, Rzeszów 2008.</p> <p>B. Lulek , Współpraca szkoły z rodziną ucznia, w: Z. Frączek, B. Lulek, Wybrane problemy pedagogiki rodziny, Rzeszów 2010.</p> <p>B. Lulek, Wywiadówka jako przestrzeń procedur i rytuałów. O oficjalności i obligatoryjności, Lubelski Rocznik Pedagogiczny, vol 40, nr 1/2021, s. 71-85.</p> <p>B. Lulek, Miejsce rodziców w edukacji szkolnej dziecka. Z doświadczeń biograficznych w czasie pandemii, Humanitas, Pedagogika i Psychologia 23/2022, s. 215-228.</p> <p>B. Lulek, Miejsce wyznaczane rodzicom w szkole w świetle rodzicielskich doświadczeń dnia codziennego, Pedagogika Katolicka 33a ( 3/2023), s. 248-258.</p> <p>I. Nowosad I. (red.), Nauczyciele i rodzice. Współpraca w wychowaniu, Zielona Góra 2001.</p> <p>I. Nowosad, M. J. Szymański (red.), Nauczyciele i rodzice. W poszukiwaniu nowych znaczeń i interpretacji współpracy, Zielona Góra, Kraków 2004.</p>
Complementary literature:	<p>B.Lulek, Rodzice - nieujawniane czy niewykorzystane zasoby w procesie edukacji dziecka? w: Zasoby rodziny. Wychowanie, poradnictwo, praca socjalna, red. E. Czerka-Fortuna, K. Kmita-Zaniewska, A. Zbierchowska, Wydawnictwo Naukowe Katedra, Gdańsk 2016, s. 464-487.</p> <p>B.Lulek, Od edukowania do rodzicielskiego działania. O dostrzeganiu problemów, gotowości poszukiwania rozwiązań i podejmowaniu ryzyka w edukacji szkolnej dziecka, w: Dziecko w sytuacjach uczenia się. Codzienność w poznawaniu świata i siebie, red. J. Malinowska, E. Jezierska-Wiejak, Wydawnictwo Uniwersyteckie, Wrocław 2017, s. 175-186.</p> <p>B. Lulek, Adaptacja – aktywizacja – animacja. O strategiach rodzicielskiego działania w edukacji małego dziecka, w: Edukacja małego dziecka. Nauczyciel i dziecko w dobie kryzysu edukacji, tom 11, red. E. Ogrodzka-Mazur, U.Szuścik, B.Oelszlaeger-Kosturek, Impuls, Cieszyn - Kraków 2017, s. 169-180.</p> <p>B. Lulek, Uczeń wczesnej edukacji – pomiędzy oczekiwaniami rodziców i nauczycieli, w: Pedagogika wczesnoszkolna. Rekonstrukcje kluczowych problemów, red. M. Magda-Adamowicz, I. Kopaczyńska, M. Nyczaj-Draż, Adam Marszałek, Toruń 2017, s. 101-113.</p> <p>B. Lulek, Wspólna edukacja rodziców, uczniów i nauczycieli w ramach projektu „Twórcze dzieci – w poszukiwaniu indywidualności”, Edukacja – Technika – Informatyka nr 4/2019, s. 25-31.</p>

\*(1 ECTS CREDIT CORRESPONDS TO 25 - 30 HOURS OF THE TOTAL WORKLOAD OF A DOCTORAL STUDENT, NEEDED TO ACHIEVE THE ESTABLISHED EFFECTS).

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Date and signature of the Course lecturer

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Approved by the Head of the Department or an authorised person