

**PART I****Programme of study**

Name of the field of study	Adult Education and Developmental Activities Design
Name of the field of study in English / in the language of instruction	Adult Education and Developmental Activities Design
Language of instruction	English
Level of education	Graduate (second-cycle master's degree)
Level in the PQF	Level 7 of the Polish Qualifications Framework – Second-cycle master's degree
Studies profile	General academic
Number of semesters	4
Number of ECTS credits to graduate	120
Form of studies	Full-time studies
Professional title awarded to the graduates (name of the qualification in its original wording, PQF level )	Master's degree
Number of ECTS credits that the student needs to obtain for the classes conducted with direct participation of academic teachers and/or other tutors	70
Number of ECTS credits for the classes in the area of humanities and/or social sciences (not less than 5 ECTS)	5

**Assignment of the field of study to a given area of study and academic disciplines**

<b>Area of study</b>	<b>Academic discipline</b>	<b>Percentage share of the academic disciplines</b>	<b>Leading academic discipline (more than a half of the learning outcomes)</b>
<b>Total:</b>	Educational studies	100%	Educational studies

**Learning outcomes defined for the field of study by reference to the descriptors of 2<sup>nd</sup> degree in the Polish Qualification Framework for qualifications at level 6–7 obtained within the framework of the Higher Education and Science System after obtaining full qualification at level 4 of the PQF**

Learning outcomes symbol for the field of study	Learning outcomes	Reference to PQF 2 <sup>nd</sup> degree descriptors
<b>Knowledge: the graduate knows and understands</b>		
K_W01	deeply, the contexts and trends of contemporary pedagogy, as well as selected theories and concepts from other scientific disciplines	P7S_WG
K_W02	in a deep degree, the psychological aspects of adult learning and development.	P7S_WG
K_W03	deeply the social contexts of adult education along with sociological theories and concepts characteristic for understanding the dynamics of adult educational experiences.	P7S_WK
K_W04	in a deep degree, the main theories and concepts of adult education, as well as the dynamics of adult learning and teaching in diverse educational contexts.	P7S_WG P7S_WK
K_W05	deeply theories of intercultural and multicultural learning, as well as strategies for managing cultural diversity.	P7S_WG
K_W06	in a deep degree, theories of interpersonal communication, communication utilizing technology, and communication in the realm of marketing and personal branding.	P7S_WG P7S_WK
K_W07	in a deep degree, the dynamics of adult life stages, crisis and developmental situations, as well as knowledge in the field of career and personal life planning strategies, stress management, change management, and lifelong learning.	P7S_WK
K_W08	ways of conducting scientific research in pedagogy, with particular emphasis on adult education (andragogy).	P7S_WG
K_W09	key concepts related to entrepreneurship, including the process of creating new ventures, risk and finance management, and business development strategies.	P7S_WG
K_W10	the topic of intellectual property protection, including copyrights.	P7S_WK
<b>Skills: the graduate is able to</b>		
K_U01	think critically and creatively, and to design original, innovative educational activities for adults using modern technologies and edutainment.	P7S_UW
K_U02	practically apply the principles of adult education didactics, supporting the processes of adults' learning and development	P7S_UO P7S_UU

K_U03	support learning and work in multicultural groups, manage cultural diversity considering conflict situations, and recognize mediation needs when working with multicultural groups.	P7S_UO
K_U04	speak publicly, select communication strategies to achieve educational goals using social media and digital education tools, and consciously build a personal brand in the adult education market	P7S_UO
K_U05	integrate modern technologies and educational/developmental activities, using appropriate strategies and tools in designing innovative educational offers (courses, training, workshops, educational sessions) for adults	P7S_UW
K_U06	shape the processes of learning, support the development of adults, and impact society through self-educational and developmental activities	P7S_UO
K_U07	take care of one's lifelong development, respond to critical moments in one's own career and personal life, and utilize knowledge in stress management, self-care, and resilience	P7S_UU
K_U08	independently design and conduct research using innovative research tools, think logically, and utilize the art of argumentation and academic rhetoric.	P7S_UW
K_U09	use English fluently and correctly at a level enabling professional work in the field of adult education, with proficiency in both oral and written communication at an academic level, at least at the B2+ ESOKJ level.	P7S_UO
K_U10	develop a business strategy incorporating risk analysis, innovation, and intellectual property protection, enabling effective management of the enterprise in a changing market environment.	P7S_UW
K_U11	communicate constructively with others, including utilizing technology, communicate in marketing, and create one's own brand, apply appropriate communication strategies in adult education, considering knowledge of educational leadership.	P7S_UW
K_U12	use knowledge about innovation, creativity, philosophical inquiry, design thinking, digital education, and edutainment in adult education to design developmental and educational activities.	P7S_UW
<b>Social competences: the graduate is ready to</b>		
K_K01	organize and support educational and developmental processes for adults in a responsible manner and with full respect for oneself, others, and the broader socio-economic environment	P7S_KK
K_K02	empathetic and open to diversity collaboration in intercultural groups, consciously shaping an attitude of respect for cultural differences among participants in conducted activities. They are also prepared to build relationships based on constructive and assertive communication in various cultural contexts	P7S_KK

K_K03	critical reflection on virtual communities co-created or influenced, as well as the technologies utilized, understanding the threats and challenges associated with the digitization of education	P7S_KO
K_K04	be committed to lifelong development of their own potential, enhancing communication skills in diverse educational or developmental groups, and advancing in the areas of designing and leading adult educational initiatives	P7S_KO
K_K05	deepen and update knowledge and skills in the field of pedagogy (educational studies), especially adult education, for the responsible improvement of one's own educational practice related to adult education. This includes consciously continuing and designing personal development	P7S_KO

## EXPLANATIONS

The learning outcomes symbol for the programme of study includes:

- letter K – to highlight the fact that the learning outcome refers to the programme of study
- \_ (underscore),
- one of the letters W, U and/or K – to mark the category of learning outcomes (W – knowledge (Polish: wiedza), U – skills (Polish: umiejętności), K – social competences (Polish: kompetencje społeczne),
- learning outcome number in a given category, written in the form of two digits (precede the digits 1–9 with a 0).

## Classes and/or groups of classes assigned to a given term of studies

(provide a separate table for each semester/year of studies)

### Semester/year of studies:

Academic Year: First (1st)

Semester: First (1st)

Course title	Form of classes – number of hours	↳ ○ ↵	↳ ○ ↵		
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	Lecture	Seminar classes	Seminar	Practical classes	Laboratory classes	Workshops	Project work	Other			Programme of study learning outcomes	Academic discipline(s) related to the course
<b>Module 1 Introduction to Social and Educational Sciences</b>	30	60				30			120	12	K_W01 K_W02 K_W03 K_U01 K_U06	Educational studies
<b>Course Content</b>	<p>The module aims to provide students with a comprehensive introduction to key aspects of social sciences and the humanistic experience that underlie educational theories and concepts. The module consists of a lecture, two seminars, and a workshop during which students familiarize themselves with the contexts and trends in contemporary pedagogy and education, as well as selected topics from psychology and sociology crucial for understanding education, with a particular emphasis on the context of adult education.</p> <p>In philosophical inquiry workshops, students will practice critical and creative thinking using philosophical themes and their own experiences. The workshops aim to practically introduce philosophical reflection and experience creative potential among participants, along with recognizing psychological factors and social mechanisms influencing educational experiences and the process of understanding oneself and others in educational and developmental contexts.</p> <p>The thematic areas of the module include the following topics: contexts and trends in contemporary pedagogy (30h L), psychological aspects of learning and development (30h S), social contexts of educational experiences (30h S), philosophical inquiry: critical thinking and creativity (30h W).</p>											
<b>Learning outcomes assessment</b>	oral exam											
<b>Module 2 Adult Education</b>	30	30				30			90	8	K_W04 K_U02 K_K01	Educational studies

<b>Course Content</b>	<p>The aim of this module is to provide students with a deep understanding of the fundamentals of adult education, develop practical skills in applying theories in adult education, and shape the ability to analyse and adapt teaching strategies to the specific characteristics of adult groups. The module covers the evolution of adult education theories and their impact on practice, historical and contemporary perspectives shaping theories of adult learning, with examples of applying andragogical theories to real cases and scenarios of adult education. The module also addresses issues of adult learning and teaching, methods of developmental learning using technology, and the creation of inclusive learning environments. Students will learn how to design educational sessions using interactive methods and strategies for competence transfer (knowledge, skills, attitudes) in various contexts of working with adults. Topics such as biographical learning and biographical competence will also be discussed. The implementation of the module will enable a deep understanding of the theoretical foundations of andragogy (a sub-discipline of pedagogy/educational studies) and the acquisition of practical skills necessary for the design of didactic approaches and the management of the educational process for adults. The module prepares students to act effectively and consciously as adult educators. The content of the module will be delivered in various forms and includes the following topics: theories in adult education (30h W), development and adult learning (30h S), basics of adult didactics (30h W).</p>											
<b>Learning outcomes assessment</b>	written exam											
<b>MA Seminar</b>			30						30	5	K_U08 K_W01 K_W02 K_K05 K_W10	Educational studies
<b>Course Content</b>	<p>The aim of the master's seminar is to prepare students for writing their thesis in English. During the classes, under the guidance of the supervisor, students participate in discussions, share progress in their research, and receive constructive feedback on their thesis work. Seminar participants contribute to building a research community enabling students to refine their research skills necessary for thesis preparation.</p>											
<b>Learning outcomes assessment</b>	Determining of the master's thesis topic, preparation of a bibliography required for the elaboration of the chosen topic.											
<b>Development of academic language skills</b>								30	30	3	K_U09	Educational studies

<b>Course Content</b>	The aim of the course is to enable students to identify language needs, familiarize them with the characteristics of subject-specific language, and develop a repertoire of strategies for enhancing language skills. Using the EAP (English for Academic Purpose) methodology, classes will be based on authentic materials from various sources to acquaint students with the specificity of language in academic and professional contexts in the field of andragogy. This will allow for more effective work with vocabulary, structures, and rhetoric of specialized texts.											
<b>Learning outcomes assessment</b>	Presentation											
<b>Educational-integrative classes</b>								20	20	2	K_K01	Educational studies
<b>Course Content</b>	Integrative education is a process in which participants engage in activities aimed at strengthening relationships within a group. Through various educational forms of collaborative action, such as workshops, team games, or projects, cooperation is promoted, and an atmosphere conducive to integration is built. The classes contribute to creating group bonds and developing skills for effective educational collaboration.											
<b>Learning outcomes assessment</b>	Collaboration within the group, active participation											

**Total number of ECTS credits 30**

**Total number of class hours 290**

**Total number of class hours specified in the programme of study for every field of study, level and profile (for the entire cycle): 1175**

**Semester/year of studies:**

Academic Year: First (1st)

Semester: Second (2nd)

<b>Course title</b>	<b>Form of classes – number of hours</b>	┌ ○ ↓	┌ ○ ↓		
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	Lecture	Seminar classes	Seminar	Practical classes	Laboratory classes	Workshops	Project work	Other			Programme of study learning outcomes	Academic discipline(s) related to the course
<b>Module 3 Communication and Multicultural Experience in Adult Education</b>		30				30		60	120	12	K_W05 K_U03 K_K02	Educational studies
<b>Course Content</b>	<p>The aim of this module is to provide students with an in-depth understanding of multicultural aspects of adult education, with an emphasis on communication experience, multiculturalism, and their impact on relationship building, the emergence and resolution of conflict situations, and the dynamics of work processes in culturally diverse groups and teams. The module enables students to comprehend cultural diversity within a group of adult learners, analyse the influence of culture on learning processes, and explore ways to create an inclusive educational environment for different cultural groups. Workshop sessions will focus on practicing strategies and learning tools that facilitate effective collaboration in multicultural educational environments. Emphasis will be placed on supporting cultural diversity in the teaching and learning process. Skills in effective conflict management and problem-solving arising from cultural diversity will be developed, including consideration for ethical reflection in resolving problematic situations within multicultural groups. Students will learn principles of assertive communication based on self-listening and listening to others, incorporating nonviolent communication tools, empathy training, principles of mediation in conflict situations in multicultural groups, ways to use coaching tools in educational communication-relational situations, and theoretical models of interpersonal communication applied to the context of multicultural communication in adult education. The module consists of the following thematic areas: culture and education: multicultural dimensions of postmodern societies (30h L), communication and relationship building in education (60h S), conflict management and resolving dilemmas in multicultural groups (30h W)</p>											
<b>Learning outcomes assessment</b>	Project											
<b>Module 4 Research in Adult Education</b>	30	30						30	90	8	K_W08 K_U08 K_K05	Educational studies

<b>Course Content</b>	<p>The aim of the module is to provide students with advanced research skills in the field of andragogy and to develop their academic competencies. The program content of the module includes an introduction to research methodology, with a focus on andragogical research methods, designing and conducting research in adult education, analysing different research paradigms in andragogy, familiarity with advanced research methodologies applied in studies on adult education, refining skills in analysing scientific literature and creating a theoretical framework for research, developing the ability to formulate clear and persuasive arguments, enhancing rhetoric in academic presentations and research articles, analysing the use of logical reasoning in constructing academic statements, creating original research tools tailored to the specific nature of adult education research, analysing various data collection techniques and their application in research practice, and improving skills in analysing and interpreting research data. Emphasis is placed on choosing appropriate research approaches for the context and area of research in adult education.</p> <p>The module also focuses on strengthening communication skills for presenting research results in various academic forms: from logically coherent and readable research papers to presentations, abstracts, and research reports, as well as participating in academic or professional discussions. Additionally, the module includes content related to innovative research tools utilizing new technologies in andragogy. During the module, students actively engage in practical applications of research methods, enhance their critical thinking and analysis skills, and contribute to the development of knowledge in this field. In summary, participants gain advanced knowledge of research in andragogy, refine skills in effectively communicating research results, and learn to co-create innovative research tools in the field of adult education. The module covers the following thematic areas: Introduction to research methodology in andragogy: paradigms and research methods (30h W), rhetoric and logical reasoning in academic statements (30h W), designing innovative research tools in andragogy (30h I).</p>											
<b>Learning outcomes assessment</b>	Written exam											
<b>MA Seminar</b>			30						30	6	K_U08 K_W01 K_W02 K_K05 K_W10	Educational studies
<b>Course Content</b>	<p>The aim of the master's seminar is to prepare students for writing their thesis in English. During the classes, under the guidance of the supervisor, students participate in discussions, share progress in their research, and receive constructive feedback on their thesis work. Seminar participants contribute to building a research community, enabling students to refine their research skills necessary for thesis preparation.</p>											
<b>Learning outcomes assessment</b>	Presentation of the master' dissertation concept, diploma thesis outline, and one chapter of the master's thesis.											

<b>Academic language skills – advanced level</b>								30	30	2	K_U09	Educational studies
<b>Course Content</b>	The aim of the classes is to enhance communication skills in English at an advanced academic level. Students will develop skills in creating various academic texts. They will learn the structure and principles of preparing an abstract, a conference presentation with the presentation of research results or a research concept (also in the form of a conference poster), and acquire vocabulary enabling them to participate in question and answer sessions with the basics of leading academic discussions. Classes will refer to the module of andragogical research in terms of acquiring source materials for analysis and practicing academic language skills.											
<b>Learning outcomes assessment</b>	Abstract											
<b>University-wide courses (OGUN)</b>									30	2		
<b>Course Content</b>	Elective courses from the university's offers. They expand knowledge and skills in various areas unrelated to the chosen major. They allow participation in education across all faculties, facilitating communication with specialists from various fields and students from other majors. The student is required to complete 5 ECTS credits in the field of humanities as part of university-wide courses during their studies.											
<b>Learning outcomes assessment</b>	Specified in the syllabus											

**Total number of ECTS credits** 30

**Total number of class hours** 300

**Total number of class hours specified in the programme of study for every field of study, level and profile (for the entire cycle):** 1175

**Semester/year of studies:**

Academic Year: Second (2nd)

Semester: Third (3rd)

Course title	Form of classes – number of hours							Total: number of class hours	Total: ECTS points	Programme of study learning outcomes	Academic discipline(s) related to the course	
	Lecture	Seminar classes	Seminar	Practical classes	Laboratory classes	Workshops	Project work					Other
<b>Module 5 Modern Design of Developmental Activities for Adults</b>		30				30		30	90	8	K_W06 K_W07 K_U05 K_U12 K_K03	Educational studies
<b>Course Content</b>	<p>The aim of this module is to introduce students to the issues of education through entertainment (edutainment) using modern technologies. Key topics covered in the module include analysing the role of edutainment and modern technologies in the contemporary educational environment for adults, understanding the interaction between entertainment and the learning process for adults, exploring the latest trends and tools in the field of modern educational technologies, designing educational activities that effectively combine elements of entertainment and learning, practically applying edutainment concepts in various educational contexts for adults, assessing the effectiveness of educational activities based on edutainment principles, using digital educational tools in designing developmental activities for adults, analysing the benefits and challenges of digital education in the context of adult education, refining skills in planning and conducting sessions using modern technologies, promoting innovation and creativity in designing educational activities, developing skills in project thinking in the context of adult education, and implementing innovative solutions in educational practice. The module is structured to introduce interactive and engaging aspects of learning, employing innovative technological tools to enhance and broaden the educational experience, considering digital education and the context of entrepreneurship and business education elements. Participants will also learn methods of creative and critical thinking in designing innovative educational experiences (design thinking). As a result of completing the module's content, participants will gain comprehensive competence in innovative technologies and their integration into education to support dynamic and future-oriented adult learning environments. The thematic areas in the module include: Introduction to edutainment and modern technologies in education (30h L), edutainment in practice: integrating learning and entertainment (30h W), innovation, creativity, and design thinking in education (30h O).</p>											

<b>Learning outcomes assessment</b>	Presentation											
<b>Module 6 Adult Development and Lifelong Learning</b>		60				60			120	12	K_W07 K_U06 K_U07 K_K05	Educational studies
<b>Course Content</b>	<p>Module "Adult Development and Lifelong Learning" aims to facilitate a holistic understanding of adult development at different life stages, combined with the cultivation of effective lifelong learning strategies. The module's objectives include developing the potential of students and shaping their competencies in lifelong learning and self-education. Topics covered in the module include an introduction to the concept of lifelong learning, developing self-education skills and planning personal development, analysing diverse learning strategies adapted to the changing needs of adult learners, examining different stages of adulthood and related life transformations, analysing the impact of life experiences on individual development, developing adaptation skills to change and utilizing developmental potential, introducing mindfulness practices as a tool supporting individual well-being, refining stress management techniques, and maintaining mental balance. The module also explores the role of a healthy approach to life in the process of lifelong learning, designing life and career goals, analysing career planning skills, and flexible adaptation to changing conditions. Practical tools and strategies for constructing a life path are introduced. Students learn about lifelong learning methods, ways to self-discovery, constructing personalized learning plans, and maintaining motivation for acquiring new knowledge and skills throughout life. The goal of the classes is to question the meaning of self-education in a changing world that demands thoughtful and responsible engagement. Additionally, the program addresses mindfulness and self-care, coping skills in difficult situations and stress management, life and career path planning considering the stages of adulthood and their evolution in the contemporary world, building resilience in dynamically changing civilization conditions, and in the context of changes in the job market. The module covers the following thematic content: self-education: lifelong learning strategies (30h S), evolution of adulthood and life transformations (30h S), mindful living: self-care and stress management techniques (30h W), lifecraft: life and career path planning (30h W)</p>											
<b>Learning outcomes assessment</b>	The Essay and Portfolio											
<b>MA Seminar</b>			30						30	6	K_U08 K_W01 K_W02 K_K05 K_W10	Educational studies

<b>Course Content</b>	The aim of the master's seminar is to prepare students for writing their thesis in English. During the classes, under the guidance of the supervisor, students participate in discussions, share progress in their research, and receive constructive feedback on their thesis work. Seminar participants contribute to building a research community, enabling students to refine their research skills necessary for thesis preparation.											
<b>Learning outcomes assessment</b>	Presentation of the research results and an analysis of the problematic issues to the extent resulting from the progress of (theoretical or empirical) research; submission of further fragments of the master's thesis; submission of the final master's thesis title.											
<b>Professional language of an andragogue.</b>								30	30	2	K_U09	Educational studies
<b>Course Content</b>	The aim of the classes is to improve language skills in effective group management and training future adult educators. During the classes, students will master the specialized professional language of a trainer, enabling them to design and present a modern educational offer and training program. Students will learn the necessary linguistic means for conducting negotiations, mediations, conflict resolution, and providing feedback. The language acquired during the classes will enable the conduct of educational activities in multicultural groups. The classes will be conducted based on EMI (English as a Medium of Instruction) and EAP (English for Academic Purpose) experiences.											
<b>Learning outcomes assessment</b>	Presentation											
<b>University-wide courses (OGUN)</b>									30	2		
<b>Course Content</b>	Elective courses from the university's offers. They expand knowledge and skills in various areas unrelated to the chosen major. They allow participation in education across all faculties, facilitating communication with specialists from various fields and students from other majors. The student is required to complete 5 ECTS credits in the field of humanities as part of university-wide courses during their studies.											
<b>Learning outcomes assessment</b>	Specified in the syllabus											

**Total number of ECTS credits 30**

**Total number of class hours 300**

**Total number of class hours specified in the programme of study for every field of study, level and profile (for the entire cycle): 1175**

**Semester/year of studies:**

Academic Year: Second (2nd)

Semester: Fourth (4th)

Course title	Form of classes – number of hours								Total: number of class hours	Total: ECTS points	Programme of study learning outcomes	Academic discipline(s) related to the course
	Lecture	Seminar classes	Seminar	Practical classes	Laboratory classes	Workshops	Project work	Other				
<b>Module 7 Leadership in Adult Education</b>	30	30				60			120	12	K_W06 K_U04 K_U11 K_K03 K_K04	Educational studies

<b>Course Content</b>	<p>The aim of the module is to provide students with a comprehensive understanding of the principles and practices of educational leadership, considering public speaking, selection of communication strategies, development of rhetorical skills, and presentation of oneself and educational offers in the social media space. The module also aims to develop a theoretical understanding of various aspects of leadership in adult education, integrating innovative presentation techniques with the design of courses, training, and other types of educational activities for adults. It focuses on developing practical skills for effective management of a group of adult learners, promoting an ethical approach to leadership in adult education, and refining reflective and adaptive leadership strategies.</p> <p>To achieve these objectives, planned activities during the module include: analysis of diverse leadership theories and their applications in the context of adult education; examination of the leader's role as an inspirer in the adult learning process; development of personal leadership skills through reflection and self-assessment; formulation of leadership strategies tailored to the specificity of adult learner groups; effective management of the educational team and support for the development of team members; cultivation of organizational culture conducive to adult learning; understanding ethical challenges associated with leadership in adult education; analysis of ethical dilemmas and making informed decisions in the leadership process; building trust in relationships with adult education participants. Students will not only acquire knowledge and skills related to being an educational leader but will also gain soft skills and competencies for designing an attractive educational offer for adults. Students' engaging in module activities will provide participants with in-depth knowledge of leadership dynamics and models, enhance public speaking skills, master techniques of self-presentation, manage social media marketing to create a positive leadership impact, and develop innovative approaches to presentation and course design. Thematic areas covered in the module include: Dynamics of leadership and public speaking (30h S), strategic leadership and social media marketing (30h S), self-presentation in leadership – building personal brand and communication strategies (30h W), course design and innovative presentations (30h W).</p>											
<b>Learning outcomes assessment</b>	Presentation											
<b>Module 5 Modern Design of Developmental Activities for Adults</b>						30			30	2	K_W06 K_W07 K_U05 K_U12 K_K03	Educational studies
<b>Course Content</b>	<p>The aim of this module is to introduce students to the issues of education through entertainment (edutainment) using modern technologies. Key topics covered in the module include analysing the role of edutainment and modern technologies in the contemporary educational environment for adults, understanding the interaction between entertainment and the learning process for adults, exploring the latest trends and tools in the field of modern educational technologies, designing</p>											



	<p>educational activities that effectively combine elements of entertainment and learning, practically applying edutainment concepts in various educational contexts for adults, assessing the effectiveness of educational activities based on edutainment principles, utilizing digital educational tools in designing developmental activities for adults, analysing the benefits and challenges of digital education in the context of adult education, refining skills in planning and conducting sessions using modern technologies, promoting innovation and creativity in designing educational activities, developing skills in project thinking in the context of adult education, and implementing innovative solutions in educational practice. The module is structured to introduce interactive and engaging aspects of learning, utilizing innovative technological tools to enhance and broaden the educational experience, considering digital education and the context of entrepreneurship and business education elements. Participants will also learn methods of creative and critical thinking in designing innovative educational experiences (design thinking). As a result of completing the module's content, participants will gain comprehensive competence in innovative technologies and their integration into education to support dynamic and future-oriented adult learning environments. The thematic areas in the module include: Digital education: learning with technology (30h W).</p>											
<b>Learning outcomes assessment</b>	Presentation											
<b>MA Seminar</b>			30					30	7		K_U08 K_W01 K_W02 K_K05 K_W10	Educational studies
<b>Course Content</b>	The aim of the master's seminar is to prepare students for writing their thesis in English. During the classes, under the guidance of the supervisor, students participate in discussions, share progress in their research, and receive constructive feedback on their thesis work. Seminar participants contribute to building a research community, enabling students to refine their research skills necessary for thesis preparation.											
<b>Learning outcomes assessment</b>	Submission of the diploma thesis.											
<b>Language of Public Speaking</b>							30	30	3		K_U09	Educational studies
<b>Course Content</b>	The aim of the classes is to master the language of various types of public speaking, including preparation for defending one's thesis, active participation in academic debates, and developing ways of self-presentation. Students will acquire skills in selecting appropriate content and linguistic means to achieve the intended goal through the analysis and observation of											

	other presenters, reflection on presentation strategies, and evaluation of the effectiveness of individual speeches. During the course, students will be sensitized to discourse pragmatics, including interaction strategies with interlocutors in speech and writing.											
<b>Learning outcomes assessment</b>	Analytical work and presentation.											
<b>University-wide courses (OGUN)</b>									30	2		
<b>Course Content</b>	Elective courses from the university's offers. They expand knowledge and skills in various areas unrelated to the chosen major. They allow participation in education across all faculties, facilitating communication with specialists from various fields and students from other majors. The student is required to complete 5 ECTS credits in the field of humanities as part of university-wide courses during their studies.											
<b>Learning outcomes assessment</b>	Specified in the syllabus											
<b>Educational Entrepreneurship: From Concept to Business Plan</b>								30	30	3	K_K01 K_W09 K_W10 K_U10	Educational studies
<b>Course Content</b>	The aim of this course is to acquaint students with the practice of establishing their own company in the field of adult education. Participants will gain practical knowledge on identifying market niches in education, creating a business concept, developing a business plan, and implementing effective marketing and promotional strategies. The classes provide an opportunity to develop entrepreneurial skills specific to the adult education industry in the Polish context. For students considering establishing a company in Poland, the course will introduce them to the intricacies of running a business in the socio-economic realities of Poland. Others will gain insights into entrepreneurial aspects in adult education.											
<b>Learning outcomes assessment</b>	Business plan development (own business project); presentation and pitching: Students may be asked to present their business concepts and business plans to the entire group. Evaluation may include the ability to clearly present the idea, argue for its implementation, and respond to questions and concerns from other participants.											

<b>Voice Emission Training</b>								15	15	1	K_U04	Educational studies
<b>Course Content</b>	The aim of the training is to focus on voice emission, incorporating work on breath control, maintaining proper posture during public speaking, understanding voice hygiene principles, and practicing exercises for daily use to care for the vocal apparatus. Participants will engage in exercises to develop a better understanding of their voice, emphasizing the nuances of delivering speeches in English. The training encompasses cultivating correct habits in voice usage, considering the specificities of English articulation. As a result, individuals seeking to work on the sound of their voice and improve their vocal habits will acquire foundational competencies for addressing emission issues. Additionally, participants will gain a set of basic tools for self-utilization to enhance awareness of voice work and prevent speech and voice-related ailments.											
<b>Learning outcomes assessment</b>	Assessment of emission techniques: conducting an individual assessment of participants' emission techniques, including aspects such as proper use of breath, correct body posture, articulation control, and voice modulation during exercises and practical tasks.											

**Total number of ECTS credits** 30

**Total number of class hours** 285

**Total number of class hours specified in the programme of study for every field of study, level and profile** (for the entire cycle): 1175

**Percentage share of ECTS points in the total number of ECTS points for each discipline assigned to the field of study:**

<b>Field of Study</b>	<b>Discipline</b>	<b>Percentage share of ECTS points in the total number of ECTS points for each discipline</b>
Social Sciences	Educational Studies	100%