**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | **Ageing and challenges for society of the future** |
| Language of education | English |
| Goals of education | The main goal of this course is to equip participants with relevant updated and international knowledge, skills and awareness of consequences of ageing population from social science perspective. First, the presentation of the most important theoretical concepts and theories will be presented, later based on this knowledge the adequate skills of analysis of ageing consequences for monitoring changes in future will be developed.  |
| Learning outcomes of an educational component | The educational component aims to equip students in:Knowledge:* To know what kind of theories of ageing could be applied
* To know how to interpret certain concepts of ageing studies
* To learn the research dealing with these ageing theories
* To learn about qualitative, quantitative and mixed methods used in this research

Skills:* To be able to apply adequate methods to the research problems of ageing consequences
* To be able to use in the research plan the ageing concepts/theories with adequate methods

Competences:* To develop ability of organizing the study with including the ageing component in analysis of society of future
* To be open for constructive feedback about using the adequate methods in such analysis
* To be able to collaborate in preparing joint/team work outcome
* To be able to prepare the assignments in given time
* To be able to apply the ethical aspects in the research
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| Verification methods and assessment criteria of learning outcomes obtained by students | * Group discussions and joint work during the course
* Checking (by short tests) if students are familiar with literature
* Essay linked to the course (up to 10 pages)
* Discussion about the essay
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| Type of an educational component (obligatory/optional) | Optional |
| Year of study | Any |
| Semester  | Winter/Summer (depending on number of students) |
| Name and surname of the coordinator of a component and/or person/s conducting a component  | **dr hab. Jolanta Perek-Białas, prof. UJ** |
| Name and surname of person/s conducting an examination or granting credit in the case when other person than coordinator conducting a component  | **dr hab. Jolanta Perek-Białas, prof. UJ + invited lectures/visitors** |
| Manner of completion  | Successful pass depends on active participation in the course, individual homeworks, essays as well as discussion  |
| Preliminary and additional requirements  | - |
| Type and number of hours of courses requiringdirect participation of academic staff and students, if in a given component such courses are included  | 15 hours  |
| Number of ECTS credits assigned to a component  | 2 ECTS |
| Balance of ECTS credits  |  |
| Applied teaching methods | Workshop, Seminar, Discussion, Case study, Essay, Group work, presentations |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | Discussion (10%) Active participation in course, including homework (40%)Essay (50%) To pass there is a need to achieve at least 60% of the total score. |
| Content of an educational module (with division into forms of courses completion) | 1. Ageing as demographic phenomena2. Theories of ageing in social science – overview and evaluation3. Research on consequences of ageing for society of future – links to various disciplines – interdisciplinary approach4. Examples of joint programs, projects of using ageing as basis for further studies5. Examples of recent achievements and key issues in science about ageing and its impact6. Evaluation of ageing research in light of future studies in social science and impact of these research on policy7. Identification of domains which need to be studied from perspective of ageing consequences |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component  | Obligatory:* Perek‐Białas, J., Ruzik, A., & Vidovićová, L. (2006). Active ageing policies in the Czech Republic and Poland. *International Social Science Journal*, *58*(190), 559-570.
* Martinez-Fernandez, C., Weyman, T., Perek-Białas, J., Sagan, I., Szukalski, P., & Stronkowski, P. (2013). Demographic Transition and an Ageing Society.
* Ruzik-Sierdzińska, A., Perek-Białas, J., & Turek, K. (2013). Did the transition to a market economy and EU membership have an impact on active ageing policy in Poland?. In *The Making of Ageing Policy*. Edward Elgar Publishing.
* Perek-Białas, J., & Racław, M. (2014). Transformation of elderly care in Poland. In *The transformation of care in European societies* (pp. 256-275). Palgrave Macmillan, London.
* Zaidi, A., Harper, S., Howse, K., Lamura, G., & Perek-Białas, J. (Eds.). (2018). *Building evidence for active ageing policies: Active Ageing Index and its potential*. Springer.
* Van Hoof, J., Kazak, J. K., Perek-Białas, J. M., & Peek, S. (2018). The challenges of urban ageing: Making cities age-friendly in Europe. *International journal of environmental research and public health*, *15*(11), 2473.
* Ayalon, L., Dolberg, P., Mikulionienė, S., Perek-Białas, J., Rapolienė, G., Stypinska, J., ... & de la Fuente-Núñez, V. (2019). A systematic review of existing ageism scales. *Ageing research reviews*, 100919.

Additional literature will be given at the beginning of the course |