



AKADEMIA WYCHOWANIA FIZYCZNEGO  
IM. EUGENIUSZA PIASECKIEGO W POZNANIU

**DEPARTMENT: TOURISM AND RECREATION**  
the list of subjects for ERASMUS+ incoming students



**DEPARTMENT OF TOURISM AND RECREATION**  
**LIST OF SUBJECTS FOR WINTER SEMESTER 2025/2026**

No.	SUBJECT	HOURS/ ECTS	FORM OF PASSING
01-TR-1-ER-02	Tourism Planning as Tool for Environment and Tourism Infrastructure Management (Planowanie Turystyczne jako Narzędzie Zarządzania Środowiskiem Naturalnym i Infrastrukturą Turystyczną)	20/5	Exam
01-TR-1-ER-03	Natural Heritage in Tourism (Dziedzictwo Przyrodnicze w Turystyce)	20/5	Exam
01-TR-1-ER-04	Tour Leading and Tour Guiding in Practice – Sightseeing Poznań (Pilotaż i Przewodnictwo w Praktyce – Krajoznawstwo)	15/4	Exam
01-TR-1-ER-05	Nordic Walking	15/4	Work
01-TR-1-ER-06	Sociology of Leisure (Socjologia Czasu Wolnego)	15/4	Work
01-TR-1-ER-07	Cuisine as a Tourist Attraction (Kulinaria jako Atrakcja Turystyczna)	15/4	Work
01-TR-1-ER-09	Climbing (Wspinaczka)	15/4	Pass
01-TR-1-ER-10	Kids and Youth Sport – an introduction to the bio-banding concept based on the individualization of biological development and optimization of the training process (Sport dzieci i młodzieży – wprowadzenie do koncepcji bio-banding w oparciu o indywidualizację rozwoju biologicznego i optymalizację procesu treningowego)	15/4	Work
01-TR-1-ER-11	Enviromental Physiology (Fizjologia Środowiskowa)	15/4	Exam
01-TR-1-ER-12	Sports Management in the Tourist Region (Zarządzanie Sportem w Regionie Turystycznym)	15/4	Work
01-TR-1-ER-13	Sports Tourism (Turystyka Sportowa)	15/4	Work
01-TR-1-ER-15	Tourism of Traditional Sports (Turystyka Sportów Tradycyjnych)	15/4	Work
01-WF-1-ER-03	Multicultural Games in Practice (Gry Różnych Kultur - Zajęcia Praktyczne)	20/5	Pass

<b>01-WF-1-ER-05</b>	<b>Recreational Sport and Wellness in the Life and Prevention of Civilization Diseases (Sport Rekreacyjny i Wellness w Życiu oraz Profilaktyce Chorób Cywilizacyjnych)</b>	20/5	Pass
<b>01-TR-1-ER-17</b>	<b>Designing Culture &amp; Food Tourism Products (Kreowanie produktów turystyki kulturowej i kulinarnej)</b>	20/5	Work

**LIST OF SUBJECTS FOR SUMMER SEMESTER 2025/2026**

<b>No.</b>	<b>SUBJECT</b>	<b>HOURS/ ECTS POINTS</b>	<b>FORM OF PASSING</b>
<b>01-TR-1-ER-02</b>	<b>Tourism Planning as Tool for City Revitalization (Planowanie Turystyczne jako Narzędzie Rewitalizacji Miejskich)</b>	20/5	Exam
<b>01-TR-1-ER-16</b>	<b>Sustainable Tourism (Turystyka Zrównoważona)</b>	20/5	Exam
<b>01-TR-1-ER-17</b>	<b>Designing Culture &amp; Food Tourism Products (Kreowanie produktów turystyki kulturowej i kulinarnej)</b>	20/5	Work
<b>01-TR-1-ER-18</b>	<b>Recreation Designing and Programming (Projektowanie i Programowanie Rekreacji)</b>	20/5	Work
<b>01-TR-1-ER-04</b>	<b>Tour Leading and Tour Guiding in Practice (Pilotaż i Przewodnictwo w Praktyce)</b>	15/4	Exam
<b>01-TR-1-ER-19</b>	<b>Modern Tendencies in Tourism (Współczesne Tendencje w Turystyce)</b>	15/4	Pass
<b>01-TR-1-ER-20</b>	<b>Sightseeing Poland (Krajoznawstwo - Polska)</b>	15/4	Exam
<b>01-TR-1-ER-05</b>	<b>Nordic Walking</b>	15/4	Pass
<b>01-TR-1-ER-21</b>	<b>Introduction To Hospitality (Podstawy Hotelarstwa)</b>	15/4	Exam
<b>01-TR-1-ER-09</b>	<b>Climbing (Wspinaczka)</b>	15/4	Pass
<b>01-TR-1-ER-10</b>	<b>Kids and Youth Sport – an introduction to the bio- banding concept based on the individualization of biological development and optimization of the training process (Sport dzieci i młodzieży – wprowadzenie do koncepcji bio-banding w oparciu o indywidualizację rozwoju biologicznego i optymalizację procesu treningowego)</b>	15/4	Work
<b>01-TR-1-ER-11</b>	<b>Enviromental Physiology (Fizjologia Środowiskowa)</b>	15/4	Exam
<b>01-TR-1-ER-12</b>	<b>Sports Management in the Tourist Region (Zarządzanie Sportem w Regionie Turystycznym)</b>	15/4	Work
<b>01-TR-1-ER-13</b>	<b>Sports Tourism (Turystyka Sportowa)</b>	15/4	Work
<b>01-TR-1-ER-14</b>	<b>Tourist Regions (Regiony Turystyczne)</b>	15/4	Work
<b>01-TR-1-ER-15</b>	<b>Tourism of Traditional Sports (Turystyka Sportów Tradycyjnych)</b>	15/4	Work

<b>01-WF-1-ER-03</b>	<b>Multicultural Games in Practice (Gry Różnych Kultur - Zajęcia Praktyczne)</b>	20/5	Pass
<b>01-WF-1-ER-05</b>	<b>Recreational Sport and Wellness in the Llife and Prevention of Civilization Disease (Sport Rekreacyjny i Wellness w Życiu oraz Profilaktyce Chorób Cywilizacyjnych)</b>	20/5	Pass

## OBLIGATIONS

### Classes for ERASMUS Incoming Students

All Incoming Students are obliged to respect the following rules:

1. **Students should establish/update** the list of classes/lectures to attend (learning agreements) as soon as possible (within one month of their arrival to Poznań). Student must not make changes in this document during the semester or shortly before the exams because it is the basis for preparation of an Exam Card.
2. Student must not stop attending **classes/lectures during the course. Institutional and Departmental Coordinator and teacher responsible for it should be informed earlier.**
3. Students should come to classes run by Polish teachers **on time.**
4. Within every chosen course an Erasmus Student has the maximum of 15 class-hours of **lectures** (in English) and, besides that, participates in some practical classes together with the Polish students. We offer a **module of subjects in English** with our academic teachers who are responsible for the subject and are obliged to do their best to help students. The module is based on proposals from incoming students (their Learning Agreements). Whether a course will be offered in English is subject to student demand (min. 50% of incoming students). For financial reasons **we can offer a MAXIMUM of 14 subjects per semester from each faculty and 5 subject for physiotherapy students (no more).**
5. The teacher enters points for Erasmus student courses into the USOS system, to which the student has access. The Transcript of Records **will be sent directly to the coordinator at the partner institution not earlier than one month after the end of semester.**
6. In case of **any problems** an Erasmus Student should immediately contact his/her Polish partner-student, the Institutional or Departmental Coordinator.
7. According to the Bilateral Agreement signed with your university, the IRO will confirm the real time of your study only.

<b>Subject</b>	<p><b>PLANOWANIE TURYSTYCZNE JAKO NARZĘDZIE ZARZĄDZANIA ŚRODOWISKIEM NATURALNYM I INFRASTRUKTURĄ TURYSTYCZNĄ</b></p> <p><b>TOURISM PLANNING AS TOOL FOR ENVIRONMENT AND TOURISM INFRASTRUCTURE MANAGEMENT</b></p>
<b>Unit of AWF</b>	<b>Department of Natural and Cultural Foundations of Tourism/ Zakład Przyrodniczych i Kulturowych Podstaw Turystyki i Rekreacji</b>
<b>Teacher's name</b>	<b>Matylda Awedyk, PhD</b>
<b>ECTS points</b>	<b>5</b>
<b>Number of hours</b>	<b>20</b>
<b>Methods of estimation</b>	<p><i>Exam: written test (descriptive) from the content presented in lectures.</i></p> <p><i>Project: Evaluation of the sport and recreation infrastructure project.</i></p>
<b>Effects/results of education</b>	<p><i>- To familiarize students with the basic knowledge concerning the impact of tourism infrastructure development on natural environment.</i></p> <p><i>- To familiarize students with the basic concepts, regulations and ideas of tourism infrastructure development (worldwide and regional case studies).</i></p> <p><i>- To give the knowledge how to prepare the concept of sport and recreation infrastructure project in a chosen area.</i></p>
<b>Topics of the classes</b>	<p><i>Lecture topics:</i></p> <ul style="list-style-type: none"> <li>• <i>Definition of spatial planning and management. Features of modern spatial planning.</i></li> <li>• <i>Principles and methods of spatial planning (overview of basic planning).</i></li> <li>• <i>Spatial planning system in Poland.</i></li> <li>• <i>Basic concepts of tourism infrastructure development.</i></li> <li>• <i>Tourism development due to the type of facilities and services.</i></li> <li>• <i>Tourism infrastructure development due to the forms of tourism.</i></li> <li>• <i>Selected problems of planning tourism infrastructure.</i></li> </ul> <p><i>Project:</i></p> <ul style="list-style-type: none"> <li>• <i>Creating the concept of sport and recreation infrastructure of selected areas: general assumptions.</i></li> <li>• <i>Creating a concept of sport and recreation infrastructure of selected areas - cartographic part.</i></li> <li>• <i>Creating the concept of sport and recreation infrastructure of selected areas - descriptive part.</i></li> <li>• <i>Projects' presentation by particular groups.</i></li> </ul>

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**Recommended  
literature**

1. Ernst Neufert E., Neufert P., *Architects' Data*, 4th Edition, Wiley-Blackwell 2012.
2. Goodman A.S., Hastak M., *Infrastructure Planning Handbook: Planning, Engineering, and Economics*, Tata McGraw - Hill Education 2006.
3. Howes R., *Infrastructure For The Built Environment: Global Procurement Strategies*, A Butterworth-Heinemann Title 2005.



<b>Subject</b>	<b>DZIEDZICTWO PRZYRODNICZE W TURYSTYCE</b>
	<b>NATURAL HERITAGE IN TOURISM</b>
<b>Unit of AWF</b>	
<b>Teacher's name</b>	<b>Aleksandra Machnik, PhD</b>
<b>ECTS points</b>	<b>5</b>
<b>Number of hours</b>	<b>20</b>
<b>Methods of estimation</b>	<b>Exam</b>
<b>Effects/results of education</b>	<i>Students get knowledge about natural heritage of Poland and Europe. Students are aware of natural resources and values importance in tourism and about the conflicts between tourism and protection. They are prepared to organising natural-based tourist events.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. <i>Nature – characteristic, laws and rules, basic terms</i></li> <li>2. <i>Natural heritage</i></li> <li>3. <i>Natural resources and values – general characteristic</i></li> <li>4. <i>Natural attractions of Poland</i></li> <li>5. <i>Natural attractions of Europe</i></li> <li>6. <i>Nature protection and tourism</i></li> <li>7. <i>Nature- based tourism</i></li> </ol>
<b>Recommended literature</b>	<p><i>Sinitsin M., 2015. Nature-based -tourism product and its development, Case Safartita. LAPIN AMK</i></p> <p><i>Mehmetoglu M., 2007. Typologising nature-based tourist by activity – theoretical and practical implications. Tourism management. 28. 651-660.</i></p> <p><i>Machnik A. 2103. Nature-based tourism as an introduction to ecotourism experience - a new approach. Journal of Tourism Challenges and Trends (1) , 75-95</i></p>

<b>Subject</b>	<b>PILOTAŻ I PRZEWODNICTWO W PRAKTYCE (KRAJOZNAWSTWO)</b>
	<b>TOUR LEADING AND TOUR GUIDING IN PRACTISE (SIGHTSEEING POZNAŃ)</b>
<b>Unit of AWF</b>	
<b>Teacher's name</b>	<b>Marek Piasta, MA</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<b>Exam</b>
<b>Effects/results of education</b>	<i>The aim of the subject is to present to students the aspect of tour leading and tour guiding. Subject will have two parts. First one will be in classroom. Students will learn basics how to guide, the theory and methodology. Second part will be outdoors, where students will practice what they have learned and teach how to be a good Tour Guide.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. Tour guiding and tour leading - definitions, differences, classifications.</li> <li>2. Legal basis of tour guiding and tour leading in Poland and in the countries Erasmus students come from.</li> <li>3. How to be a good tour guide or tour leader? - workshops</li> <li>4. Trip itineraries - problems for tour guides and tour leaders.</li> <li>5. Practical classes in the city: historical areas (e.g. Cathedral Island, Old Town)</li> <li>6. Practical classes in the city: Green areas (e.g. Malta Lake, New Zoo)</li> <li>7. Practical classes in the city: modern architecture and art in the city (e.g. Stary Browar, National Gallery)</li> <li>8. Practical classes in the city: Death Tourism (Citadela Cementaries)</li> <li>9. Practical classes in the city: new ways of tour guiding - city games, animations etc.</li> <li>10. Practical classes in the city: city museums of different kind.</li> </ol>
<b>Recommended literature</b>	<p>Guidebooks about Poznań, city tourism with web-pages, Internet sources (esp. web pages of the European Union).</p> <p>Legal documents and bills from the countries Erasmus students come from.</p>

<b>Subject</b>	<b>NORDIC WALKING</b>
	<b>NORDIC WALKING</b>
<b>Unit of AWF</b>	<b>Department of Recreation/ Zakład Metodyki Rekreacji</b>
<b>Teacher's name</b>	<b>Małgorzata Woźniewicz-Dobrzyńska, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<b>Pass</b>
<b>Effects/results of education</b>	<p><i>Show the correct marching technique. Health technique, fitness technique, sport technique. Hills and holly jumps.</i></p> <p><i>Methodology of teaching of Nordic Walking. The course is a practical development of the theoretical foundations on ideas and forms of movement and its historical outline. Nordic Walking is a form of physical activity aimed at stimulation of almost 90% of muscle mass during normal marching techniques. Students will be able to obtain qualifications of a PSNW instructor.</i></p> <p><i>Students have the opportunity to get qualified instructors of Nordic Walking.</i></p>
<b>Topics of the classes</b>	<p><i>Methodology of teaching of Nordic Walking.</i></p> <p><i>Sticks carry, sticks pull, sticks drive in the ground.</i></p> <p><i>Exercises of marching techniques.</i></p> <p><i>Healthy, fitness, sport speed and techniques of marching of Nordic Walking.</i></p> <p><i>Jumping, warmup in Nordic Walking.</i></p> <p><i>Trainings with different age groups- children, teenagers, elder and old people.</i></p> <ol style="list-style-type: none"> <li><i>1. A theoretical basis - brief history.</i></li> <li><i>2. The equipment and clothing, and the pace and marching techniques in Nordic Walking.</i></li> <li><i>3. Physiological basics of building a Nordic Walking training unit.</i></li> <li><i>4. Practical outdoor session.</i></li> <li><i>5. Warm-up, learning to walk, healthy pace, fitness pace, sports pace.</i></li> <li><i>6. Ascent and descent – a hill.</i></li> <li><i>7. Games with NW poles.</i></li> </ol>

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8. *Functional training with NW poles.*
  9. *Multi-jumps, intervals.*
  10. *Practical and theoretical evaluation.*
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**Recommended  
literature**

*Tim T –Bone Arem, Nordic Walking. Ruszaj swoje ciało, Laurum 2006*  
*M.T. Figurscy Nordic Walking dla ciebie, Interspar 2008*  
*Zygmunt Skibiński: Marsze z kijkami. Wyd. Skibiński, Łódź 2008*  
*Praca Zbiorowa , Nordic Walking. Ćwiczenia, porady lekarz  
rodzinnego, Literat 2011*  
*D. Burger, Nordic Walking, sposób na zdrowie i kondycję, Klub dla  
Ciebie 2010*  
*Klaus Schwanbeck: The ultimate Nordic Pole Walking book. Wyd.  
Meyer & Meyer Sport. 2009*  
*Claire Walter: Nordic walking - the complete guide to health,  
fitness, and fun. Wyd. Hathereigh, 2009*  
*Suzanne Nottingham, Alexandra Jurasie: Nordic Walking for Total  
Fitness. Wyd. Human Kinetics, 2010*

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<b>Subject</b>	<b>SOCIOLOGIA CZASU WOLNEGO</b>
	<b>SOCIOLOGY OF LEISURE</b>
<b>Unit of AWF</b>	<b>Department of Pedagogy/Zakład Pedagogiki</b>
<b>Teacher's name</b>	<b>Robert Florkowski, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	Pass
<b>Effects/results of education</b>	<p><i>The course aims to introduce students to the terminology of sociology of leisure which is the study of how humans organize their free time.</i></p> <p><i>Students will understand how the sociology of leisure is closely tied to the sociology of work, as each explores a different side of the work-leisure relationship. The main subject is an analysis of tourism and recreation which is strictly connected with leisure time.</i></p> <p><i>Students prepare presentations about determinants of leisure time activities, types of leisure activities (substantially influenced by the individual's immediate situation: presence or lack of the family, age, and other factors).</i></p>
<b>Topics of the classes</b>	<p><i>1. Introduction to sociology of leisure as a fairly recent subfield of sociology, compared to more traditional subfields such as sociology of work, sociology of the family, and sociology of education.</i></p> <p><i>2. Terminology of leisure and the discussion on the difficulties with the definition of leisure. The analysis of its numerous definitions.</i></p> <p><i>3. The discussion on some unresolved questions concerning the definition of work: in particular, whether unpaid endeavors, such as volunteering or studying, are work. Non-work time should not be equated with free time, as it comprises not only free time, dedicated to leisure, but also time dedicated to certain obligatory activities, such as housework.</i></p> <p><i>4. The analysis of the relation between work and leisure which can also be unclear: research indicates that some individuals find skills that they have acquired at work useful to their hobbies (and vice versa), and some individuals have used leisure activities to advance their work careers.</i></p> <p><i>5-7. Students' presentations</i></p>

**Recommended  
literature**

Ch. Rojek, "Leisure and Tourism", in: C. J. Calhoun, Ch. Rojek, B. S. Turner, eds., *The Sage Handbook of Sociology*, SAGE, 2005, ISBN 0-7619-6821-0.

J. R. Kelly, Geoffrey Godbey, *The Sociology of Leisure*, Venture Pub., 1992, ISBN 0-910251-56-8.

G. Marshall, "Leisure, sociological studies of" *A Dictionary of Sociology*, 1998,

J. H. Frey, D.R. Dickens, "Leisure as a Primary Institution", *Sociological Inquiry*. vol. 60, no. 3, 1990, pp. 264-73, ON: 1475-682X,

J. Wilson, "The Sociology of Leisure", *Annual Review of Sociology*, vol. 6, August 1980, pp. 21-40.

<b>Subject</b>	<b>KULINARIA JAKO ATRAKCJA TURYSTYCZNA</b>
	<b>CUISINE AS A TOURIST ATTRACTION</b>
<b>Unit of AWF</b>	
<b>Teacher's name</b>	<b>Aleksandra Machnik, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<b>Pass</b>
<b>Effects/results of education</b>	<p><i>Students will have the knowledge about the culinary heritage of the world and how it is used in tourism.</i></p> <p><i>The goal of the course is to teach students how to build culinary products and raise the attractiveness of the region, how to inspire food and wine enthusiasts while giving the traveler a chance to explore the local area and learn about local food trends, cooking techniques and food history.</i></p> <p><i>Students will have the skills to prepare the culinary tours and travel packages which include a wide range of activities related to cooking, food sampling, food trends, wine making and baking or famous culinary events.</i></p> <p><i>Students will have the skills to present the cuisine of their country of origin (or another country). They present not only the regional food, drinks, sweets and festive dishes, but also tourist products based on them (such as wine routes or culinary events) and tour operators' market specializing in culinary tourism.</i></p> <p><i>The final work – students present a project on a culinary tourism product, which could characterize their region of residence and become a culinary tourist attraction.</i></p>

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**Topics of the classes**

- 1. Introduction to the course and lecture on Polish cuisine – regional food, drinks, sweets, festive dishes, plus tourist products based on them, plus Polish market of tour operators' specializing in culinary tourism.*
  - 2. Students' presentations (e.g. Spanish cuisine, Portuguese cuisine, Turkish cuisine, Greek cuisine, Italian cuisine).*
  - 3. Analysis of the existing culinary products in Poland and in the students' countries.*
  - 4. Analysis of famous culinary events and products and its influence on raising the attractiveness of the region.*
  - 5. Project on a culinary tourism product, which could characterize students' regions of residence and become a culinary tourist attraction.*
  - 6. Summary of classes, discussion about projects, final evaluation.*
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**Recommended literature**

- L. M. Long 'Culinary Tourism' – different editions*  
*K. Buczkowska 'Cultural tourism – heritage, arts and creativity' + travel guides (parts about cuisine).*



<b>Subject</b>	<b>WSPINACZKA SPORTOWA</b>
	<b>CLIMBING</b>
<b>Unit of AWF</b>	<b>Department of Physical Education and Lifelong Sports /Zakład Wychowania Fizycznego i Sportów Całego Życia</b>
<b>Teacher's name</b>	<b>Jacek Tarnas, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<i>Pass</i>
<b>Effects/results of education</b>	<p><i>Acquisition of basic knowledge and skills necessary for self-climbing on artificial walls.</i></p> <p><i>Acquiring the ability to adapt climbing elements to work with children and youth in school conditions (ladders). Teaching organization and maintaining safety while conducting classes.</i></p>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li><i>1. Safety rules while climbing the gym (ladders). Climbing movement technique - relations between the body position and the work of arms and legs (body position in the frontal and lateral position). Learning to protect.</i></li> <li><i>2. Planning task climbing routes in school conditions (ladders).</i></li> <li><i>3. Learning how to use the basic climbing equipment and the rules of a top rope climbing.</i></li> <li><i>4. Safety rules when climbing on an artificial wall. Learning belay during buldering. Learning basic climbing movements - using grips and steps.</i></li> <li><i>5. Exam - climbing the route with a specified degree of difficulty.</i></li> </ol>
<b>Recommended literature</b>	<p><i>White J. "The Indoor Climbing Manual", Bloomsbury Publishing 2014.</i></p> <p><i>Jim Stiehl J, B. Ramsey T.B. "Climbing Walls: A Complete Guide" Human Kinetics, 2005</i></p>

<b>Subject</b>	<b>SPORT DZIECI I MŁODZIEŻY – WPROWADZENIE DO KONCEPCJI BIO-BANDING W OPARCIU O INDYWIDUALIZACJĘ ROZWOJU BIOLOGICZNEGO I OPTYMALIZACJĘ PROCESU TRENINGOWEGO</b>
	<b>KIDS AND YOUTH SPORT – AN INTRODUCTION TO THE BIO-BANDING CONCEPT BASED ON THE INDIVIDUALIZATION OF BIOLOGICAL DEVELOPMENT AND OPTIMIZATION OF THE TRAINING PROCESS.</b>
<b>Unit of AWF</b>	<b>Department of the Theory of Sport / Zakład Teorii Sportu</b>
<b>Teacher's name</b>	<b>Jan M. Konarski, Ass. Prof., Mateusz Skrzypczak, MSc, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<i>Activity during meetings, Project</i>
<b>Effects/results of education</b>	<i>Increase knowledge about growth and maturation of kids and youth in the context of psycho-physical-biological needs and taking into consideration specific demands of early, late and on-time developing athletes as well as using individual diversity during sport training preparation. Bio-banding concept as tools to optimize training (PE lessons) / competitive process to minimize risk of injuries and optimize development of youth in perspective for adult life.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. <i>Growth and maturation as milestones in human life</i></li> <li>2. <i>Functional development</i></li> <li>3. <i>Role of physical activity for youth and kids from recreation and fun to professional level</i></li> <li>4. <i>Periodization of training and supporting general and special development on the next stage of adolescence in the context of long term athlete development</i></li> <li>5. <i>Bio-banding and other tools to design training (PE's lessons) process and specific, individual loads</i></li> <li>6. <i>Control and assessment of aims realization as information about appropriate decisions' making and direction of development.</i></li> <li>7. <i>Practical solutions.</i></li> </ol>
<b>Recommended literature</b>	<ol style="list-style-type: none"> <li>1. <i>Malina, RM, Bourchard, C, and Bar-Or, O. (2004) Growth, maturation, and physical activity. Champaign, IL: Human Kinetics.</i></li> <li>2. <i>Bompa T., Carrerra M. (2015) Conditioning young athletes. Champaign, IL: Human Kinetics.</i></li> <li>3. <i>Sharkey, B. and Gaskill, S. (2006). Sport physiology for</i></li> </ol>

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- coaches. Champaign, IL: Human Kinetics
4. Bompa T. O. , Haff B. (2009) *Periodization: theory and methodology of training*. 5th ed. Human Kinetics.
  5. Balyi I., Way R., Higgs C. (2013) *Long-term athlete development*. Champaign, IL: Human Kinetics.
  6. Faigenbaum A.V., Westcott W. (2009) *Youth strength training*. Champaign, IL: Human Kinetics.
  7. Malina, R. M., Cumming, S. P., Rogol, A. D., Coelho-e-Silva, M. J., Figueiredo, A. J., Konarski, J. M., & Koziel, S. M. (2019). Bio-banding in youth sports: background, concept, and application. *Sports Medicine*, 49(11), 1671-1685.
  8. Cumming, S. P., Lloyd, R. S., Oliver, J. L., Eisenmann, J. C., & Malina, R. M. (2017). Bio-banding in sport: applications to competition, talent identification, and strength and conditioning of youth athletes. *Strength & Conditioning Journal*, 39(2), 34-47.
  9. Cumming, S. P., Brown, D. J., Mitchell, S., Bunce, J., Hunt, D., Hedges, C., ... & Malina, R. M. (2018). Premier League academy soccer players' experiences of competing in a tournament bio-banded for biological maturation. *Journal of sports sciences*, 36(7), 757-765.
  10. Konarski, J. M., Konarska, A., Strzelczyk, R., Skrzypczak, M., & Malina, R. M. (2019). Internal and External Loads During Hockey 5's Competitions Among U16 Players. *Journal of strength and conditioning research*.
  11. Konarski, J., Krzykała, M., Skrzypczak, M., Nowakowska, M., Coelho-e-Silva, M., Cumming, S., & Malina, R. (2020). Characteristics of select and non-select U15 male soccer players. *Biology of Sport*, 38(4), 535-544.
  12. Figueiredo, A. J., Gonçalves, C. E., Coelho e Silva, M. J., & Malina, R. M. (2009). Characteristics of youth soccer players who drop out, persist or move up. *Journal of sports sciences*, 27(9), 883-891.

<b>Subject</b>	<b>FIZJOLOGIA ŚRODOWISKOWA</b>
	<b>ENVIRONMENTAL PHYSIOLOGY</b>
<b>Unit of AWF</b>	<b>Department of Athletics, Strength and Conditioning / Zakład Lekkiej Atletyki i Przygotowania Motorycznego</b>
<b>Teacher's name</b>	<b>Barbara Pospieszna, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<i>active participation in classes, exam</i>
<b>Effects/results of education</b>	<p><i>Student will gain knowledge about:</i></p> <ul style="list-style-type: none"> <li>- <i>human functioning in different environmental conditions</i></li> <li>- <i>ways of preparing for stay, work, and physical effort in various environmental conditions</i></li> <li>- <i>ways of adapting to such conditions.</i></li> </ul>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. <i>Physiology of heat</i></li> <li>2. <i>Physiology of cold</i></li> <li>3. <i>Physiology of altitude</i></li> <li>4. <i>Physiology of variable pressure</i></li> <li>5. <i>Travel physiology</i></li> <li>6. <i>Physiology of aging</i></li> </ol>
<b>Recommended literature</b>	<p><i>Cheung S.: Advanced Environmental Exercise Physiology. Human kinetics 2010.</i></p> <p><i>Collier RJ. Collier JL.: Environmental Physiology of Livestock. John Wiley &amp; Sons, Inc., 2012.</i></p> <p><i>Gunga H-C. Human Physiology in Extreme Environments. Elsevier Inc., 2015.</i></p> <p><i>Reilly T., Waterhouse J.: Sport Exercise and Environmental Physiology. Churchill Livingstone, Elsevier, 2004.</i></p> <p><i>Tipton M.: Human Environmental Physiology. Routledge, Taylor &amp; Francis Ltd., 2015</i></p>

<b>Subject</b>	<b>ZARZĄDZANIE SPORTEM W REGIONIE TURYSTYCZNYM</b>
	<b>SPORT MANAGEMENT IN THE TOURIST REGION</b>
<b>Unit of AWF</b>	<b>Department of Sports Tourism / Zakład Turystyki Sportowej</b>
<b>Teacher's name</b>	<b>Maciej Młodzik, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	Presentation of group project, participation in discussions
<b>Effects/results of education</b>	<i>The course aims to provide knowledge about the role of sport for development of tourist regions with special focus on sporting events. The course is designed to prepare the student to design and organize sporting events.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. <i>Poznań as a city of sport and tourism – case study. Sport event tourism – general informations about potential, trends and perspectives of further development in Poland and Europe (2h) – lecture &amp; discussion</i></li> <li>2. <i>Sightseeing of the Poznań Municipal Stadium (4h)</i></li> <li>3. <i>Organisation of sporting events – main practical aspects (2h) – lecture &amp; discussion</i></li> <li>4. <i>Outdoor activities (during sporting event in Poznań) (4h)</i></li> <li>5. <i>Designing new sporting events – student's presentations (3h)</i></li> </ol>
<b>Recommended literature</b>	<i>Journal of Sport Tourism (articles)</i> <i>European Sport Management Quarterly (articles)</i> <i>Strategies for development of sport event tourism in Poznań (reports).</i>

<b>Subject</b>	<b>TURYSTYKA SPORTOWA</b>
	<b>SPORTS TOURISM</b>
<b>Unit of AWF</b>	<b>Department of Sports Tourism / Zakład Turystyki Sportowej</b>
<b>Teacher's name</b>	<b>Mateusz Rozmiarek, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	Presentation of group project, participation in discussions
<b>Effects/results of education</b>	<p><i>After completing the course, the student:</i></p> <ul style="list-style-type: none"> <li>- <i>has an in-depth structured knowledge covering the theory of sports tourism, trends and its forms;</i></li> <li>- <i>can correctly interpret socio-cultural, economic, image, political and ecological phenomena, effects and processes occurring during the development of sports tourism and recognizes the potential of this development in selected tourist regions;</i></li> <li>- <i>can interact and work in a group.</i></li> </ul>
<b>Topics of the classes</b>	<p><i>Topics of the classes:</i></p> <ul style="list-style-type: none"> <li>- <i>theoretical and historical background of sports tourism</i></li> <li>- <i>forms of sports tourism;</i></li> <li>- <i>current trends in sports tourism;</i></li> <li>- <i>effects of sports tourism;</i></li> <li>- <i>the concept of legacy of major sporting events;</i></li> <li>- <i>sustainable development of sports tourism;</i></li> <li>- <i>sports tourism in European regions – potential of development (students presentations)</i></li> </ul>
<b>Recommended literature</b>	<ol style="list-style-type: none"> <li>1. E. Malchrowicz-Moško (2018). <i>Sport Tourism: Current Trends and Future Challenges</i>. Poznan: AWF.</li> <li>2. S. Gammon, G. Ramshaw (ed.) (2007). <i>Heritage, Sport and Tourism: Sporting Past – Tourism Futures</i>. New York: Routledge.</li> <li>3. A. Dreyer (ed.) (2002). <i>Sport und Tourismus</i>. Wiesbaden: DGT-Tagungsband.</li> <li>4. J. Schwark (2006). <i>Grundlagen zum Sporttourismus</i>. Hamburg:</li> </ol>

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*Waxmann.*

*5. J. Standeven, P. De Knop (1999). Sport tourism. Champaign: Human Kinetics.*

*6. Materials from teacher (e.g. articles from Journal of Sport & Tourism).*

<b>Subject</b>	<b>TURYSTYKA SPORTÓW TRADYCYJNYCH</b>
	<b>TOURISM OF TRADITIONAL SPORTS</b>
<b>Unit of AWF</b>	<b>Department of Sports Tourism / Zakład Turystyki Sportowej</b>
<b>Teacher's name</b>	<b>Bartosz Prabucki, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	students' presentations assessment
<b>Effects/results of education</b>	<ol style="list-style-type: none"> <li>1. Students will get to know with such concepts of tourism as: sport tourism, cultural tourism, cultural sport tourism.</li> <li>2. Students will familiarize themselves with important definitions of an interesting phenomenon of physical culture – traditional sports and games (TSG), the movement for revitalizing of TSG, the most important aims and values of traditional sports and games.</li> <li>3. Students will have knowledge about the selected examples of TSG: from Poland and other countries all over the world.</li> <li>4. Students will find out about an important function/role of TSG as sport and cultural tourism attractions.</li> <li>5. Students will increase their knowledge about theoretical and practical elements of an increasing and re-appreciated form of sports – TSG – that will be developing in the next decades.</li> </ol>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. Introduction: the phenomenon of tourism. What is sport tourism, cultural tourism and cultural sport tourism?</li> <li>2. Traditional sport and games (TSG): definitions, most important traits, values, aims.</li> <li>3. The selected examples of TSG from all over the world.</li> <li>4. Sport and cultural events with TSG as cultural and sport tourism attractions.</li> <li>5. Students' presentations – selected sports, games, events or other elements of physical (playful) culture from their (or other) countries.</li> <li>6. Summary, indicating the meaning of tourism and its developing forms (sport and cultural tourism); traditional sports – their significance and potential, as well as their relationships with tourism in the contemporary world.</li> </ol>



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**Recommended  
literature**

1. Bronikowska M., Laurent J.-F., *Recall: Games of the Past – Sports for Today*, TAFISA, Oficyna Wydawnicza ATENA, Frankfurt, 2015.
2. Buczkowska, K., *Cultural tourism – heritage, arts and creativity*, Akademia Wychowania Fizycznego, Poznań, 2011.
3. Lipoński W., *Worlds Sports Encyclopedia*, Oficyna Wydawnicza ATENA, Poznań, 2003.
4. Lipoński W, Jaouen G. (eds.), *Ethnology of Sport*, AWF, Poznań, 2003.
5. Prabucki B., *Traditional sports as an attractive form of physical recreation and cultural tourism*, in: *Theory and methodology of physical recreation in the light of current research*, W. Siwiński, B. Pluta (eds.), Wydawnictwo Naukowe Bogucki, Poznań, 2012.
6. Prabucki B., *Basque festival Aste Nagusia as an interesting example of cultural and sport tourism attraction*, in: *New Trends in Tourism Research: a Polish Perspective*, F. Dias, S. Oliveira, J. Kosmaczewska, A. Pereira (eds.), GITUR, Leiria, 2014.
7. Richards, G., *Culture and tourism in Europe*, in: G. Richards (ed.), *Cultural tourism in Europe*, Cabi, Wallingford, 1996.

*Internet sources:*

[www.inspirowanysportem.pl/en](http://www.inspirowanysportem.pl/en)  
[www.traditionalsports.org](http://www.traditionalsports.org)

<b>Subject</b>	<b>MULTICULTURAL GAMES IN PRACTICE</b>
	<b>GRY RÓŻNYCH KULTUR - ZAJĘCIA PRAKTYCZNE</b>
<b>Unit of AWF</b>	<b>Department of Recreation/ Zakład Metodyki Rekreacji</b>
<b>Teacher's name</b>	<b>Małgorzata Bronikowska, Ass. Prof.</b>
<b>ECTS points</b>	<b>5</b>
<b>Number of hours</b>	<b>20</b>
<b>Methods of estimation</b>	<i>Theoretical test of Ethnology of Sport (after 15 hours) and practical passing (after 10 hours training)</i>
<b>Effects/results of education</b>	<p><i>After the course students should know:</i></p> <ol style="list-style-type: none"> <li><i>1. Definition of Ethnology of Sport; TSG</i></li> <li><i>2. Classification of TSG and main Play theorists (academics)</i></li> <li><i>3. The main aims of TSG with main organizations (on local and international levels)</i></li> <li><i>4. Local/national/international Events based on TSG</i></li> <li><i>5. They own cultural heritage in the context of TSG</i></li> <li><i>6. The multicultural and divers context of TSG</i></li> <li><i>7. How to use and provide TSG in PE classes and other physical activities programmes.</i></li> </ol>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li><i>1. Introduction to Ethnology of Sport (2 H)</i></li> <li><i>2. TSG as a play phenomenon (2 H)</i></li> <li><i>3. TSG as a heritage of Physical Culture (examples) (2 H)</i></li> <li><i>4. Institutions and programmes undertaking TSG in different contexts (2 H)</i></li> <li><i>5. PP Presentations of selected TSG in students' regions (6 H)</i></li> <li><i>6. Theoretical test passing (1H)</i></li> <li><i>7. Work shop with selected Polish games (5 H)</i></li> <li><i>8. TSG proposal from students' regions (prepared by students) (5H).</i></li> </ol>
<b>Recommended literature</b>	<ol style="list-style-type: none"> <li><i>1. Lipoński, World Sport Encyclopedia, Atena, Poznań, 2004.</i></li> <li><i>2. Bronikowska M., Recall Games of the Past-Sports for Today, TAFISA 2015.</i></li> <li><i>Blanchard K., The Anthropology of Sport, Bergin and Garvey, Westport, Connecticut – London 1995.</i></li> <li><i>Gomme A.B., The Traditional Games of England, Scotland and Ireland, vol.1, vol.2, David Nutt, London 1894.</i></li> </ol>

<b>Subject</b>	<b>SPORT REKREACYJNY I WELLNESS W ŻYCIU ORAZ PROFILAKTYCE CHOROÓB CYWILIZACYJNYCH</b>
	<b>RECREATIONAL SPORT AND WELLNESS IN THE LIFE AND PREVENTION OF CIVILIZATION DISEASE</b>
<b>Unit of AWF</b>	<b>Department of the Theory of Sport / Zakład Teorii Sportu</b>
<b>Teacher's name</b>	<b>Jan M. Konarski, Prof.</b>
<b>ECTS points</b>	<b>5</b>
<b>Number of hours</b>	<b>20</b>
<b>Methods of estimation</b>	<i>Credit on the base of presentation and realization of own project, Personal, positive activity during meetings and exercises</i>
<b>Effects/results of education</b>	<i>Fit students out with knowledge about using recreational sport and different forms of wellness in normal life and prevention of civilization disease. Moreover, familiarize with methodology of preparation different kinds of classes according to aim and actual possibilities of training's participants. The meetings will be realized as lectures and practical exercise in different places and environments.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. Wellness characteristics of meaning and applications in life and civilization disease</li> <li>2. Role of recreational sports in present society</li> <li>3. Program preparation to selected forms of recreational sports and wellness</li> <li>4. Place of recreational sports and wellness in European and Worldwide health prevention programs</li> <li>5. Methodological base and technics of yoga as whole lifetime system of health prevention</li> <li>6. Body-mind system psycho-somatic refresh of contemporary human</li> <li>7. Familiarize with reaction of own body in situation of stress and relaxation by educational kinesiology integration dance</li> <li>8. Application of different movements forms of integration in the group</li> <li>9. Designing of parkour and selecting of exercise depending on kind and aims of exercise participants</li> <li>10. Using of untypical equipment during preparation and realization of recreational sports and kind of groups</li> <li>11. Modification and adaptation popular kinds of recreational sports to needs and abilities of participants, and environment of exercise</li> <li>12. Preparation and realization of selected forms of recreational sports and wellness</li> <li>13. Integration dance</li> <li>14. RINGO – game for people in every age and fitness</li> </ol>

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15. *Activation people in different age and fitness level with special aspects of older people*
  16. *Wellness in different moment of life – from childhood to old age*  
*Workshop and brainstorm as proposition to find best solution during organization of events for different groups of participants – from kids to seniors*
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**Recommended  
literature**

*Lipoński W (2003) World Sports Encyclopedia. MBI Publishing Company LLC, USA.*

*Balyi I., Hamilton A. (2004) Long-Term Athlete Development: Trainability in Childhood and Adolescence. Windows of Opportunity. Optimal Trainability. Victoria: National Coaching Institute British Columbia & Advanced Training and Performance Ltd.*

*Bompa T. O. , Haff B. (2009) Periodization: theory and methodology of training. 5<sup>th</sup> ed. Human Kinetics.*

*Malina, RM, Bouchard, C, and Bar-Or, O. (2004) Growth, maturation, and physical activity. Champaign, IL: Human Kinetics.*

*Sharkey, B. & Gaskill, S. (2006). Sport physiology for coaches. Champaign, IL: Human Kinetics*

*Wilmore JH., Costill DL. (1994) Physiology of sport and exercise. Champaign, IL: Human Kinetics.*

*Benson H., Stuart E. (1993) The wellness book. The comprehensive guide to maintaining health and treating stress-related illness. Fireside Book, Pub. Simon & Schuster*

<b>Subject</b>	<b>KREOWANIE PRODUKTÓW TURYSTYKI KULTUROWEJ I KULINARNEJ</b>
	<b>DESIGNING CULTURE &amp; FOOD TOURISM PRODUCTS</b>
<b>Unit of AWF</b>	<b>Department of Natural and Cultural Foundations of Tourism/ Zakład Przyrodniczych i Kulturowych Podstaw Turystyki i Rekreacji</b>
<b>Teacher's name</b>	<b>Karolina Buczkowska-Gołąbek, Ass. Prof.</b>
<b>ECTS points</b>	<b>5</b>
<b>Number of hours</b>	<b>20</b>
<b>Methods of estimation</b>	<b>work</b>
<b>Effects/results of education</b>	<i>During the classes, students will have the opportunity to learn how to create products for cultural and culinary tourism (travel packages, destinations, routes, souvenirs, etc.), not only in theory but also in practice. They will also learn how to prepare them for specific events and for selected tourist groups (foreigners, families, school children, etc.). And this knowledge will be widely applicable when creating tourist products in general.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. Cultural tourism and Food tourism – what is it, what features does it have?</li> <li>2. Who is a cultural tourist and a foodie, what are their expectations from tourism industry?</li> <li>3. Creating products for cultural and food tourism: travel packages.</li> <li>4. Creating products for cultural and food tourism: destinations.</li> <li>5. Creating products for cultural and food tourism: routes.</li> <li>6. Creating products for cultural and food tourism: souvenirs.</li> <li>7. Creating products for cultural and food tourism: travel packages.</li> <li>7. Differences in designing tourist products for different groups of tourists.</li> <li>8. Trips prepared by students – participation in reality or online.</li> </ol>
<b>Recommended literature</b>	<p>Getz D., Robinson R., Andersson T. et al., 2014, <i>Foodies and Food Tourism</i>, Amazon.</p> <p>Hjalager A-M.; Richards G. (ed.), 2011, <i>Tourism and Gastronomy</i>, Routledge, London</p> <p>Wolf E. (ed.), 2014, <i>Have Fork Will Travel. A Practical Handbook For Food &amp; Drink Tourism Professionals</i>, World Food Travel Association,</p>

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*Portland (USA)*

*Richards G, Smith M., 2006, Routhledge Handbook on Cultural Tourism.*

*Buczkowska K., 2014, A portrait of a contemporary cultural tourist, AWF Poznań*

<b>Subject</b>	<b>PLANOWANIE TURYSTYCZNE JAKO NARZĘDZIE REWITALIZACJI MIEJSKICH</b>
	<b>TOURISM PLANNING AS TOOL FOR CITY REVITALIZATION</b>
<b>Unit of AWF</b>	<b>Department of Natural and Cultural Foundations of Tourism/ Zakład Przyrodniczych i Kulturowych Podstaw Turystyki i Rekreacji</b>
<b>Teacher's name</b>	<b>Matylda Awedyk, PhD</b>
<b>ECTS points</b>	<b>5</b>
<b>Number of hours</b>	<b>20</b>
<b>Methods of estimation</b>	<p><i>Exam: written test (descriptive) from the content presented in lectures.</i></p> <p><i>Project: Introduction of multimedia presentations and presentation during class.</i></p>
<b>Effects/results of education</b>	<p><i>The main idea of the subject is to show the worldwide examples of revitalization projects. In what ways old, used, destroyed buildings or areas can get a new function attractive for tourists. The results for students:</i></p> <ul style="list-style-type: none"> <li><i>• gaining basic knowledge of urban revitalization procedures in old city centers, post-industrial, post-military and post-marine areas;</i></li> <li><i>• obtaining knowledge about the stages of revitalization processes, participants in these processes and the legal provisions necessary to carry out such activities;</i></li> <li><i>• understanding the essence of revitalization processes, not only as a modernization of facilities but also as a social and economic undertaking.</i></li> </ul>

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**Topics of the classes**

- *Definition of revitalization.*
- *Aspects and barriers of revitalization.*
- *Territorial scope of revitalization.*
- *Participants, stages of revitalization process.*
- *Legal basics of revitalization process in Poland.*
- *Polish and European experiences (multimedia presentation prepared by students).*

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**Recommended literature**

1. *The art of revitalization*, S. Zelenbach, Garland Publishing Inc., New York 2000.
2. *Revitalizing Historic Urban Quarters*, S. Tiesdell, T. Oc, T. Heath, Reed Educational and Professional Publishing Ltd., Oxford 2001.
3. *Urban revitalization: policies and programs*, F.W. Wagner, T.E. Joder, A.J. Mumphrey, Sage Publication 1995.
4. *Urban Renewal and Resistance. Race, Space, and the City in the Late Twentieth to the Early Twenty-First Century.* Tiece Mary E., Lexington Books, 2016.
5. *Sustainable Cities: Governing for Urban Innovation (Planning, Environment, Cities)*, Joss S., Palgrave Macmillan, 2015.



<b>Subject</b>	<b>TURYSTYKA ZRÓWNOWAŻONA</b>
	<b>SUSTAINABLE TOURISM</b>
<b>Unit of AWF</b>	
<b>Teacher's name</b>	<b>Aleksandra Machnik, PhD</b>
<b>ECTS points</b>	<b>5</b>
<b>Number of hours</b>	<b>20</b>
<b>Methods of estimation</b>	<b>Exam</b>
<b>Effects/results of education</b>	<i>Students get knowledge about the Sustainable development and sustainability in tourism. They can use tourist events as a tools of education for sustainable development (ESD). They are aware of problems connected with tourism development and natural and cultural heritage protection. They are prepared to organising tourist event in sustainability context.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. Sustainable development – genesis, characteristic</li> <li>2. Sustainable tourism – characteristic, forms, rules</li> <li>3. Education for sustainable development</li> <li>4. Ecotourism as a core of sustainable tourism</li> <li>5. Ecological awareness and tourism</li> <li>6. Tourism and life quality</li> <li>7. Contemporary society in sustainable tourism development</li> </ol>
<b>Recommended literature</b>	<p><i>Sinitsin M., 2015. Nature-based -tourism product and its development, Case Safartita. LAPIN AMK</i></p> <p><i>Mehmetoglu M., 2007. Typologising nature-based tourist by activity – theoretical and practical implications. Tourism management. 28. 651-660.</i></p> <p><i>Machnik A. 2103. Nature-based tourism as an introduction to ecotourism experience - a new approach. Journal of Tourism Challenges and Trends (1) , 75-95</i></p>

<b>Subject</b>	<b>PROJEKTOWANIE I PROGRAMOWANIE REKREACJI</b>
	<b>RECREATION DESIGNING AND PROGRAMMING</b>
<b>Unit of AWF</b>	<b>Department of Recreation/ Zakład Metodyki Rekreacji</b>
<b>Teacher's name</b>	<b>Małgorzata Woźniewicz-Dobrzyńska, PhD</b>
<b>ECTS points</b>	<b>5</b>
<b>Number of hours</b>	<b>20</b>
<b>Methods of estimation</b>	<i>Pass</i>
<b>Effects/results of education</b>	<i>This subject concerns the topic of leisure time and its value in the life of a human being. It is based on theory and workshop. This course giving the students the base of knowledge about the needs and motives of leisure and recreation. Students can construct the scenary of recreational and leisure event. They understand the value of free time and can designed the leisure ares. This kownledge is very importantand in nowadays life.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li><i>1. Firstly students learn about a time map – what does it mean? What is it for? What is the diagnostic role of time map for animators and leisure instructors and also why human resources use the time map?</i></li> <li><i>2. Then we discuss the various components of leisure and what the burn up syndrome is.</i></li> <li><i>3. Then students construct their own project about leisure program for different social, professional and age groups.</i></li> <li><i>4. One part of the classes is a culinary workshop. The basic topic is to know how an instructor or animator should organize free time during a conference, congress or workshop. A city hotel plus recreation centre (squash) plus a restaurant – cooperation and possible events.</i></li> <li><i>5. Finally, we talk about time and area compression in the 21<sup>st</sup> century.</i></li> <li><i>6. The main theory of recreation and leisure.</i></li> <li><i>7. How we can divide free time.</i></li> <li><i>8. Rules in recreation.</i></li> <li><i>9. The theory of Max Caplan.</i></li> <li><i>10. Work and leisure, the relations.</i></li> <li><i>11. Socialization and behavior in leisure.</i></li> <li><i>12. Health and recreation, the relation and correlation.</i></li> </ol>

**Recommended  
literature**

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*Geofrey Morrow, Do the business in tourism, Oxford 2002*  
*Lothar Seiwret, How we could arrange the time, PWN Warsaw 2002*  
*Theory and methods in recreation – Basic, I. Kielbasiewicz-Drozdowska, AWF Poznań 2002*  
*Support of human being development and education through tourism, sport and recreation, WSG Bydgoszcz 2009*  
*Michael J. Letner, Sara F. Leitner, Sagamore Publish.LLc 2012*  
*Leisure in later life.*  
*9/2/2014 National Recreation and Park Association The benefits of recreational programming on juvenile crime reduction; A review of literature and datas.*  
*Jonse and Bartlett Publishers, Recreation and leisure .The current Scene.Recreation and leisure in modern society.*  
*A.J. Veat. Australian Journal of Leisure and Recreation, Vol2, No.4, 2004, p.44-48, 52*  
*Definitions of Leisure and Recreation.*

<b>Subject</b>	<b>PILOTAŻ I PRZEWODNICTWO W PRAKTYCE (KRAJOZNAWSTWO)</b>
	<b>TOUR LEADING AND TOUR GUIDING IN PRACTISE (SIGHTSEEING POZNAŃ)</b>
<b>Unit of AWF</b>	
<b>Teacher's name</b>	<b>Marek Piasta, MA</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<b>Exam</b>
<b>Effects/results of education</b>	<i>The aim of the subject is to present to students the aspect of tour leading and tour guiding. Subject will have two parts. First one will be in classroom. Students will learn basics how to guide, the theory and methodology. Second part will be outdoors, where students will practice what they have learned and teach how to be a good Tour Guide.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li><i>1. Tour guiding and tour leading - definitions, differences, classifications.</i></li> <li><i>2. Legal basis of tour guiding and tour leading in Poland and in the countries Erasmus students come from.</i></li> <li><i>3. How to be a good tour guide or tour leader? - workshops</i></li> <li><i>4. Trip itineraries - problems for tour guides and tour leaders.</i></li> <li><i>5. Practical classes in the city: historical areas (e.g. Cathedral Island, Old Town)</i></li> <li><i>6. Practical classes in the city: Green areas (e.g. Malta Lake, New Zoo)</i></li> <li><i>7. Practical classes in the city: modern architecture and art in the city (e.g. Stary Browar, National Gallery)</i></li> <li><i>8. Practical classes in the city: Death Tourism (Citadela Cementaries)</i></li> <li><i>9. Practical classes in the city: new ways of tour guiding - city games, animations etc.</i></li> <li><i>10. Practical classes in the city: city museums of different kind.</i></li> </ol>
<b>Recommended literature</b>	<p>Guidebooks about Poznań, city tourism with web-pages, Internet sources (esp. web pages of the European Union).</p> <p>Legal documents and bills from the countries Erasmus students come from.</p>

<b>Subject</b>	<b>WSPÓŁCZESNE TENDENCJE W TURYSTYCE</b>
	<b>MODERN TENDENCIES IN TOURISM</b>
<b>Unit of AWF</b>	
<b>Teacher's name</b>	<b>Aleksandra Machnik, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<b>Pass</b>
<b>Effects/results of education</b>	<i>Students will have the knowledge the new forms and current trends observed in tourism. The course is designed to prepare the student to see and understand the changes within the unconventional forms of tourism activity.</i>
<b>Topics of the classes</b>	<i>1. Organizational class</i> <i>2. Tourism, free and spare time – general information about current and anticipated new trends (positive and negative)</i> <i>3. An analysis of new trends in Poland</i> <i>4. An analysis of new trends in Europe, other examples from all over the world</i> <i>Student's presentations</i>
<b>Recommended literature</b>	<i>A. Poon, The new tourism revolution, Tourism Management, 1994 – Elsevier, Volume 15 Number 2</i> <i>Z. Mieczkowski, World trends in tourism and recreation, New York, Bern, Frankfurt/M., Paris, 1990.</i> <i>E. Cohen, R.W. Butler, D. Pearce - Remove from marked Records</i> <i>Contemporary tourism - trends and challenges: sustainable authenticity or contrived post-modernity?, Editors Butler, R. W. Pearce, D. Book Change in tourism: people, places, processes. 1995 pp. 12-29 , ISBN 0-415-11486-1</i>

<b>Subject</b>	<b>KRAJOZNAWSTWO - POLSKA</b>
	<b>SIGHTSEEING POLAND</b>
<b>Unit of AWF</b>	
<b>Teacher's name</b>	<b>Aleksandra Machnik, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<b>Exam</b>
<b>Effects/results of education</b>	<i>The aim of the subject is to show Poland with all its aspects. Students will have useful knowledge about the country which they have chosen for their studies.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. <i>Basic information about Poland: demography, geography, politics, system, religion, holidays etc.</i></li> <li>2. <i>A short history of Poland.</i></li> <li>3. <i>Polish cities – their heritage and modern life.</i></li> <li>4. <i>Polish seaside – different types of coast, unique places, fauna and flora, holiday resorts.</i></li> <li>5. <i>Mountain ranges in Poland – their geographical, environmental and ethnic diversity.</i></li> <li>6. <i>Protected areas in Poland, esp. national parks.</i></li> <li>7. <i>Famous and great Poles.</i></li> <li>8. <i>Some ethnic groups in Poland (e.g. the history of the Polish Jews)</i></li> <li>9. <i>"My trips around Poland during my Erasmus studies" – memories, souvenirs, opinions.</i></li> <li>10. <i>A trip to Kórnik – „Our Little Mother Land” – visiting the town, the castle and the arboretum (park).</i></li> </ol>
<b>Recommended literature</b>	<p><i>Jędrzyak Tadeusz, Poland for foreigners, Warszawa 2000</i>  <i>Why Poland?, "Wiedza i Życie", Warszawa 2004</i>  <i>Poland. The guide, "Pascal", Bielsko-Biała 2006</i>  <i>Discover Poland, DVD, Polska Organizacja Turystyczna, 2008</i>  <i>Promotional materials from Polish Tourism Organization.</i></p>

<b>Subject</b>	<b>NORDIC WALKING</b>
	<b>NORDIC WALKING</b>
<b>Unit of AWF</b>	<b>Department of Recreation/ Zakład Metodyki Rekreacji</b>
<b>Teacher's name</b>	<b>Małgorzata Woźniewicz-Dobrzyńska, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<b>Pass</b>
<b>Effects/results of education</b>	<p><i>Show the correct marching technique. Health technique, fitness technique, sport technique. Hills and holly jumps.</i></p> <p><i>Methodology of teaching of Nordic Walking. The course is a practical development of the theoretical foundations on ideas and forms of movement and its historical outline. Nordic Walking is a form of physical activity aimed at stimulation of almost 90% of muscle mass during normal marching techniques. Students will be able to obtain qualifications of a PSNW instructor. Students have the opportunity to get qualified instructors of Nordic Walking.</i></p>
<b>Topics of the classes</b>	<p><i>Methodology of teaching of Nordic Walking.</i></p> <p><i>Sticks carry, sticks pull, sticks drive in the ground.</i></p> <p><i>Exercices of marching techniques.</i></p> <p><i>Healthy, fitness, sport speed and techniques of marching of Nordic Walking.</i></p> <p><i>Jumping, warmig up in Nordic Walking.</i></p> <p><i>Trainings with differente age groups- children, teenagers, elder and old people.</i></p> <ol style="list-style-type: none"> <li><i>1. A theoretical basis - brief history.</i></li> <li><i>2. The equipment and clothing, and the pace and marching techniques in Nordic Walking.</i></li> <li><i>3. Physiological basics of building a Nordic Walking training unit.</i></li> <li><i>4. Practical outdoor session.</i></li> <li><i>5. Warm-up, learning to walk, healthy pace, fitness pace, sports pace.</i></li> <li><i>6. Ascent and descent – a hill.</i></li> <li><i>7. Games with NW poles.</i></li> </ol>

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8. *Functional training with NW poles.*
  9. *Multi-jumps, intervals.*
  10. *Practical and theoretical evaluation.*
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**Recommended  
literature**

*Tim T –Bone Arem, Nordic Walking. Ruszaj swoje ciało, Laurum 2006*  
*M.T. Figurscy Nordic Walking dla ciebie, Interspar 2008*  
*Zygmunt Skibiński: Marsze z kijkami. Wyd. Skibiński, Łódź 2008*  
*Praca Zbiorowa, Nordic Walking. Ćwiczenia, porady lekarz  
rodzinnego, Literat 2011*  
*D. Burger, Nordic Walking, sposób na zdrowie i kondycję, Klub dla  
Ciebie 2010*  
*Klaus Schwanbeck: The ultimate Nordic Pole Walking book. Wyd.  
Meyer & Meyer Sport. 2009*  
*Claire Walter: Nordic walking - the complete guide to health,  
fitness, and fun. Wyd. Hathereigh, 2009*  
*Suzanne Nottingham, Alexandra Jurasie: Nordic Walking for Total  
Fitness. Wyd. Human Kinetics, 2010*

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<b>Subject</b>	<b>PODSTAWY HOTELARSTWA</b>
	<b>INTRODUCTION TO HOTEL MANAGEMENT</b>
<b>Unit of AWF</b>	<b>Unit of Economics of Tourism and Informatics/ Zakład Ekonomiki Turystyki i Informatyki</b>
<b>Teacher's name</b>	<b>Joanna Śniadek, PhD</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<b>Oral presentation, final written test</b>
<b>Basic information about the subject</b>	<i>The aim of course is to provide students with an understanding of the nature of hospitality and a basic knowledge of hotel management.</i>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li>1. <i>Organizational class – 1h</i></li> <li>2. <i>Hospitality spirit and hotel business ethics – 1h</i></li> <li>3. <i>History of the hotel industry - 1h</i></li> <li>4. <i>Hotel classification systems – 1h</i></li> <li>5. <i>Hotel divisions and departments – 1h</i></li> <li>6. <i>Hotel front office and housekeeping operations – 2h</i></li> <li>7. <i>Food and beverage, sales and marketing, HR – 2h</i></li> <li>8. <i>Hotel quality management – 2h</i></li> <li>9. <i>Hotel key performance indicators – 1h</i></li> <li>10. <i>Current trends and challenges in hotel and hospitality industry/ Hotel visiting –3h</i></li> </ol>
<b>Literature</b>	<p><i>David K. Hayes, Jack D. Ninemeier, Allisha A. Miller, Hotel Operations Management, 3rd edition, Pearson 2017</i></p> <p><i>Roy. C. Wood, Hotel Accommodation Management, Routledge 2018</i></p> <p><i>John R. Walker, Exploring the Hospitality Industry, Pearson 2017</i></p>

<b>Subject</b>	<b>REGIONY TURYSTYCZNE</b>
	<b>TOURIST REGIONS</b>
<b>Unit of AWF</b>	<b>Department of Sports Tourism / Zakład Turystyki Sportowej</b>
<b>Teacher's name</b>	<b>Mateusz Rozmiarek, Ass. Prof.</b>
<b>ECTS points</b>	<b>4</b>
<b>Number of hours</b>	<b>15</b>
<b>Methods of estimation</b>	<i>Assessment of students presentations</i>
<b>Effects/results of education</b>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li><i>1. Recognise the main cultural, natural and geographical values of tourist regions.</i></li> <li><i>2. Describe the diversity of regional natural and cultural attributes of tourism space.</i></li> <li><i>3. Prepare a presentation of a selected tourist region focusing on its cultural and natural attractions.</i></li> </ol>
<b>Topics of the classes</b>	<ol style="list-style-type: none"> <li><i>1. Introduction to the subject. Main destinations of tourism in Europe (1h)</i></li> <li><i>2. The role of UNESCO's natural and cultural tangible and intangible heritage (2h)</i></li> <li><i>3. The natural and cultural assets of Poland (2h)</i></li> <li><i>4. Selected tourist regions of the world and its natural and cultural attractions (10h))</i></li> </ol>
<b>Recommended literature</b>	<ol style="list-style-type: none"> <li><i>1. Dallen J. Timothy, Alan A. Lew, C. Michael Hall (2022). World Regional Geography. Human Mobilities, Tourism Destinations, Sustainable Environments. Dubuque, IA, US: Kendall Hunt Publishing.</i></li> <li><i>2. Hans Renes (2022). Landscape, Heritage and National Identity in Modern Europe. Cham, Switzerland: Palgrave Macmillan.</i></li> <li><i>3. Douglas G. Pearce (2020). Tourist Destinations: Structure and Synthesis. Wallingford, Oxfordshire, UK: CABI.</i></li> <li><i>4. Jerome Piriou (2019). The Tourist Region: A Co-Construction of Tourism Stakeholders. Hoboken, NJ, US: Wiley.</i></li> <li><i>5. Albums and guidebooks on selected cultures of the world.</i></li> </ol>