

Subject card

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| Subject name and code | Philosophical Foundations of Education, PG_00148751 | | | | | | |
| Field of study | Pedagogy | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2024/2025 | | |
| Education level | undergraduate studies | Subject group | | | Obligatory subject group in the field of study Humanistic-social subject group | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 1 | Language of instruction | | | Polish | | |
| Semester of study | 1 | ECTS credits | | | 3.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Zakład Filozofii Wychowania i Studiów Kulturowych -> Instytut Pedagogiki -> Faculty of Social Sciences -> Rektor | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr hab. Piotr Stańczyk | | | | |
| | Teachers | | dr hab. Piotr Stańczyk | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 30.0 | 0.0 | 0.0 | 0.0 | 0.0 | 30 |
| | E-learning hours included: 0.0 | | | | | | |
| | Additional information: - Conversation lecture - Problem-based lecture - Lecture with multimedia presentation | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | | Participation in consultation hours | | Self-study | SUM |
| | Number of study hours | 30 | | 0.0 | | 45.0 | 75 |
| Subject objectives | To familiarize students with philosophical theories and concepts and their educational implications. To familiarize students with the basic ontological, epistemological and axiological problems relating to educational issues. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [PEDL3_W01] The graduate knows and understands the terminology used in the pedagogy and understands its sources and applications within the related scientific disciplines | The student is familiar with selected philosophical concepts of man, which are the theoretical basis for pedagogical activity. | [SW1] oral statement/ conversation/discussion |
| | [PEDL3_W02] The graduate knows and understands the role of the pedagogy in the system of sciences and its object-oriented and methodological connections with other scientific disciplines | The student knows and understands the terminology used in pedagogy and derived from philosophy; understands the sources and application of philosophical terminology in pedagogy. | [SW1] oral statement/ conversation/discussion |
| | [PEDL3_U02] The graduate is able to use theoretical knowledge from the scope of pedagogy and related disciplines to formulate and solve educational problems | The student is able to use knowledge of the philosophical foundations of education to formulate and solve professional educational problems. | [SU1] oral statement/conversation/ discussion |
| | [PEDL3_W04] The graduate knows and understands selected concepts of a man: philosophical, psychological and social ones, constituting theoretical bases of pedagogical activity | The student knows and understands the subject and methodological connections of pedagogy with philosophy. | [SW1] oral statement/ conversation/discussion |
| | [PEDL3_W03] The graduate knows and understands the basis of the philosophy of upbringing and pedagogical axiology, the specificity of the main educational environments and processes taking place in them, as well as socio-cultural, historical, biological, psychological and medical bases of the upbringing and education | Student zna filozoficzne i aksjologiczne podstawy wychowania i kształcenia. | [SW1] oral statement/ conversation/discussion |
| Subject contents | <ol style="list-style-type: none"> Elementary philosophical concepts (being, arche, essence, idea). Basic epistemological orientations and their educational implications (rationalism, empiricism, transcendentalism, pragmatism). Idealism and realism in education. Naturalism and pragmatism. Marxism and critical theory. Postmodernism and poststructuralism. Ethical aspects of pedagogical work based on the basic philosophical concepts of man (Rousseau, Kant, Dewey, Herbart, Freire). | | |
| Prerequisites and co-requisites | | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Oral exam | 60.0% | 100.0% |
| Recommended reading | Basic literature | <ol style="list-style-type: none"> A. Anzenbacher, Wprowadzenie do filozofii, Kraków 2010. G. Gutek, Filozoficzne i ideologiczne podstawy edukacji, Gdańsk 2003. | |
| | Supplementary literature | M. Foucault, Nadzorować i karać, różne wydania. W. Tatarkiewicz, Historia filozofii, T. 1-3, różne wydania. | |
| | eResources addresses | Adresy na platformie eNauczenie: | |

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| <p>Example issues/ example questions/ tasks being completed</p> | <p>What is the role of wonder for the origins of philosophy and philosophizing? What is the problem of the inerrancy of philosophy? How is philosophy different from the real sciences, formal sciences and theology? What is the methodological abstractness of the detailed sciences? What does Descartes' methodological skepticism consist of? What is the main assumption of skeptics? What is the characterization of the position that philosophy has nothing to do with religion? What are the characteristics of the position that religion is against philosophy? What are the characteristics of the position that philosophy is against religion? What are the characteristics of the position that philosophy and religion are one? What is the characterization of the position that philosophy and religion differ but relate to each other? What is ideology in Marx's terms? In what sense is philosophy fundamental, universal and critical knowledge? What does anamnesis consist of? What does the critique of experience in Plato's terms consist of? What does the two-layeredness of phenomena in terms of phenomenology consist in? Which way to turn in the process of cognition according to existentialists? What is the problem of the absurdity of existence according to the existentialists? Why is language a central issue in hermeneutics? What is the problem of pre-understanding? What is the program of empiricism? What is the meaning of Wittgenstein's statement that "what cannot be spoken of, must be kept silent about"? After what conditions are statements scientifically sensible according to representatives of the Vienna Circle?</p> <p>What is the program of critical rationalism? What is the "language game" according to Wittgenstein? In what sense does Wittgenstein want to point the fly out of the flytrap? What is the relationship between base and superstructure in Marx's conception? What is the process of alienation (alienation) of man according to Marx? What is a classless society according to Marx? What does the turn to man in neo-Marxism consist of? What does criticism in neo-Marxism consist of? What does the problem of relativity of appearances consist of? What does ontological criticism consist of? What is arche? What is Heraclitus' view of the principle underlying the phenomenal world? What is Parmenides' view of being? What is res extensa? In what sense is motion the principle of difference in Descartes? What is the essence of Leibniz's critique of Descartes' views? How do atomists solve the problem of non-being? What is substance? What is the relationship between act and potency? What is the relation of substance and accidentality? What is a system of categories according to Aristotle? What is the relation between matter and form? What is the relationship between essence and existence? In what sense is there a peculiarly philosophical problem of cognition? What is the theory of reflection and what are its weaknesses? In what sense was Kant's Copernican revolution accomplished? What are the apriori forms of sensibility in relation to the realm of sensory sensibility? What is the essence of transcendental difference?</p> <p>What is a thing in itself in Kant? In what sense is spiritual cognition subjective, universal and holistic? What is the importance of speech for spiritual cognition? What is the difference between empiricism and rationalism? In what sense does Kant overcome the impasse of empiricism and rationalism? What is the difference between philosophical anthropology and non-philosophical anthropologies? What is the tension between animalism and human spirituality? What does it mean that man instrumentalizes things? What types of human activity does Aristotle distinguish? In what sense is man embedded in the world? How does man's being towards death define human historicity? What is the nature of the historiosophical position that history is the eternal return of the same? What is the essence of St. Augustine's views on history? What is the essence of Hegel's views on history? What is the essence of Marx's views on history? What is the difference between morality and ethics? What is the difference between external and internal freedom? What is natural causality in relation to practical philosophy? In what sense does free will result from transcending nature? What is the role of the categorical imperative in the system of Kantian ethics? What is evil in the system of Kantian ethics? What is virtue in Aristotle's ethics? What principles are included in the empiricist ethics?</p> |
| <p>Work placement</p> | <p>Not applicable</p> |

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