

Subject card

Subject name and code	Vocational ethics of teacher, PG_00148816						
Field of study	Pedagogy						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2026/2027		
Education level	Bachelor's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	3	Language of instruction			Polish		
Semester of study	6	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Piotr Stańczyk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	20.0	0.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
	Additional information: Problem-based lecture						
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	20		0.0		30.0	50
Subject objectives	To familiarize students with the basic problems and ethical dilemmas specific to the group of teaching professions, and to encourage independent and creative solutions to these problems.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDL3_U12] The graduate is able to use the principles and ethical standards in the undertaken activities, perceive and analyse ethical dilemmas, predict the consequences of specific pedagogical actions	The student is able to use ethical principles and norms in the professional activity undertaken; as well as perceives and analyzes ethical and moral dilemmas in professional activity; is able to predict the consequences of specific professional actions; is able to formulate ethical judgments related to the teaching profession.	[SU1] 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	The student knows the philosophical, axiological and socio-cultural, and related to ethics foundations of upbringing and education, especially: the professional ethics of the teacher; the principles of respect for the dignity of the child, student or pupil. the importance of building a system of values and developing ethical attitudes of students.	[SW1] oral statement/conversation/discussion
	[PEDL3_W19] The graduate knows and understands principles and ethical norms and fundamental dilemmas of social sciences, as well as the principles of protection of intellectual property	The student knows and understands ethical principles and norms, as well as fundamental ethical dilemmas, especially in relation to the work of a teacher.	[SW1] oral statement/conversation/discussion
	[PEDL3_K04] The graduate is ready to reflect on his/her work and observe the principles of professional and universal ethics, respecting every human being;	The student is ready to undertake critical reflection on the professional activities undertaken and adheres to the principles of professional ethics.	[SK1] 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 object and methodological link between ethics and pedagogy.	[SW1] oral statement/conversation/discussion
	[PEDL3_K05] The graduate is ready to formulate moral problems and ethical dilemmas related to his/her own and others' work, and to search for optimal solutions by acting in accordance with the principles of ethics	The student is ready to formulate moral and ethical problems and dilemmas in relation to his own and other people's work; he is also ready to: search for solutions, aiming at optimal resolution of dilemmas.	[SK1] oral statement/conversation/discussion
Subject contents	<p>1. upbringing and education as an act: What is the act of upbringing and education?</p> <p>1.1 Pedagogical action as symbolic violence; education as a rite of passage; school as a place of suspension between being and non-being.</p> <p>1.2 School politics of voice and culture of silence as democratic deficits.</p> <p>1.3 Social educational inequalities: meritocratic ideology in a situation of over-education; the educational agenda of neoliberalism and the dictatorship of the markets.</p> <p>1.4 Boredom in education: school as a place of organized waste of time.</p> <p>2 Motives of education and upbringing</p> <p>2.1 Teachers' work as a profession: economic determinants of teachers' work and the "alibi of low wages"</p> <p>2.2 Teachers' work as a profession II: the issue of professional burnout and the "theft of delight" from teachers' work by "problem students".</p> <p>2.3 Moral dilemmas in the work of teachers and the conflict of values: students v. society; ethics and morality v. law.</p> <p>3. Post-humanist ethical issues in the field of education: pedagogy of things, non-human actors in education, materialist pedagogy.</p> <p>4. ethics in the profession of teaching pedagogy</p> <p>4.1 Principles of respect for the dignity of the child, student or alumni.</p> <p>4.2 Building a system of values and developing ethical attitudes of students.</p> <p>4.3 Formulation of ethical judgments related to the teaching profession.</p> <p>4.4 Building a system of values and developing ethical attitudes of students, as well as forming their communicative competence and cultural habits.</p>		
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	<p>Potulicka E., Rutkowiak J., 2010, Neoliberalne uwikłania edukacji, Krakow.</p> <ul style="list-style-type: none"> • Kwasnica R., 2003, Wprowadzenie do myślenia o nauczycielu [w:] Z. Kwiecinski, B. Sliwerski (red.), Pedagogika, t. II, Warszawa. • Janowski A., 1995, Uczeń w teatrze życia szkoły, Warszawa. • Sliwerski B., 2010, Nauczyciel jako zawód, Studia Pedagogiczne t. LXIII. • Day Ch., 2004, Rozwoj zawodowy nauczyciela, GWP, Gdansk. • Michalak J. M., 2010, Kategoria odpowiedzialności w strukturze kwalifikacji profesjonalnych nauczyciela Studia Pedagogiczne t. LXIII. • Holt J., 1987, Pomagacz [w:] J. Rutkowiak (red.), Zagadnienie celów wychowania, Wyd. UG, Gdansk
	Supplementary literature	Stańczyk, P., Człowiek, wychowanie i praca w kapitalizmie, Gdańsk 2013.
	eResources addresses	
Example issues/ example questions/ tasks being completed	<ol style="list-style-type: none"> 1) What is the "alibi of low wages"? 2) What is the difference between Weberian life "with" and life "for"? 3) Who is John Holt's "helper"? 4) What are the nature and consequences of teachers' affective commitment? 5) What (not who) are "problem students"? 6) What fantasy do teachers have about their work? 7) What is the horror of the Real in teachers' work? 8) What are the Ideological State Apparatuses (ISA) in the concept of L. Althusser? 9) In what sense is the school a privileged ISA? 10) What is the play on words used by P. Freire regarding compromise and compromise? 11) What is the relationship between education and social change in P. Freire's conception? 12) What is the "activities not undertaken" as a probe of moral evaluation of teachers according to H. Kwiatkowska? 13) What is the origin of "depressive guilt" in teachers according to Ch. Day? 14) What is the discredit of duty according to A. Folkierska? 15) What are the peculiarities of the meritocratic concept of generating social structure? 16) What are the peculiarities of the credentialist concept of generating social structure? 17) Why do young people choose general education more often than vocational education in the perspective of educational theories of generating social structure? 18) Why do young people choose general education more often than vocational education in the perspective of J. Dewey's concept of time division? 19) What is the relationship between economic democracy and educational theory? 20) What is the bluff in the theory of social reproduction of P. Bourdieu? 	
Work placement	Not applicable	

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