

**Subject card**

<b>Subject name and code</b>	History of education, PG_00149893						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>		<b>Subject group</b>			Obligatory subject group in the field of study Humanistic-social subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	1	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Faculty of Social Sciences						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		prof. dr hab. Krzysztof Jakubiak				
	<b>Teachers</b>		prof. dr hab. Krzysztof Jakubiak				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		0.0		50.0	80
<b>Subject objectives</b>	The purpose of studying the history of upbringing and pedagogical thought is to familiarize students with the multiple connections of upbringing and pedagogical thought with various aspects of human activity (including cultural, scientific and ideological-political), considered against the background of civilizational changes and their conditions. The program emphasizes the phenomenon of parallel formation of scientific pedagogy and various educational ideologies (pedagogies) in the past.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_U03] He/she can use theoretical approaches in an in-depth way in order to analyse motives and patterns of human behaviour, he/she can diagnose situations excluding and integrating a disabled person, he/she can analyse normalisation and integration activities in the environment	The student analyzes and interprets contemporary educational, caring, cultural and welfare problems, as well as the motives and patterns of human behavior, using knowledge of the historical conditions of educational processes.	[SU4] test/exam - oral or written
	[PEDSPECJ5_W03] The graduate knows and understands to an in-depth level -He/she has advanced, structured and theoretically based knowledge of the philosophical, axiological, socio-cultural, historical, biological, psychological and medical foundations of upbringing and education; knows the system of special education;	The student characterizes the historical basis of education and upbringing, describes the historical development of the family, the Church and their influence on the goals and content of the educational activities.	[SW4] test/exam - oral or written
[PEDSPECJ5_W14] He/she has in-depth knowledge of the most important traditional and contemporary pedagogical currents and systems and understands their historical and cultural conditions	The student defines the basic theories and ideologies of education, determining the organization and nature of upbringing, learning and teaching in the different periods of development of societies; explains the various determinants of these processes.	[SW4] test/exam - oral or written	
Subject contents	<p>- The origins and development of the history of education in Europe and Poland in the 19th and 20th centuries. History of upbringing in the Gdansk scientific center.- At the origins of European pedagogical practice and thought: the birth of educational ideals in Ancient Greece as the beginning of pedagogy. Constancy and variability of the ideals of upbringing. The assumptions and organization of education in Ancient Greece and Rome. Pedagogical views and didactic activity of the sophists. Pedagogical thought of Socrates, Plato and Aristotle. The formation of the teaching profession. The organizational and programmatic evolution of the school in the Hellenistic era.- The educational ideal and organization of education and teaching in Rome. Quintilian as a representative of Roman pedagogical thought. The origins and development of Christian pedagogical thought (St. Jerome, St. Augustine).- Educational ideals in the Middle Ages, the educational activities of Charlemagne, the origin, development and elements of the achievements of monastic, parochial, church schools. The birth and development of medieval universities. The influence of universities on the development of European culture.- School and teacher during the Renaissance; pedagogy of the Italian Renaissance. The development of Renaissance pedagogical thought. The influence of the Reformation on the content of European educational ideals and on the shape and tasks of the school in the 16th and 17th centuries.- The situation of education in Poland about the Renaissance. Catholic, Reformation and Counter-Reformation education in Europe and the Republic. The profession of a teacher in the 15th - 17th centuries. The origins and development of Polish pedagogical thought. Mikolaj Rej as the creator of the ideal of the landowner (the good-hearted man).- Development of pedagogical thought in the 17th century (J.A. Comenius and J. Locke. J. J. Rousseau). Attempts at educational reform in the Republic in the 18th century.- The Commission of National Education: the circumstances of its formation and achievements in the sphere of educational organization and in the programmatic layer. The educational ideals of the education of the KEN. The influence of the KEN on the development of the teaching profession.- Educational situation of the Polish nation after the fall of the Republic: national and religious upbringing of Polish children and youth during the period of partitions. Extracurricular education as a form of defense of Polish society against denationalization.- The development of the European folk and secondary school in the 19th century J. Dewey and the "New Education" movement.- Reconstruction and development of education in the years of the Second Republic. Jędrzejewicz's reform. Educational ideologies of the Second Republic period (ideology of national, state, civic education.). Catholic educational doctrine. The situation of Polish education during the occupation. Secret education.- Political and organizational framework for the development of education and upbringing in the years of the People's Republic of Poland (1945 - 1989): the general characteristics of totalitarian upbringing, the goals of the policy of the educational policy of the Polish United Workers' Party (PZPR), ideologization and atheization of upbringing, organization of education and attempts to reform it. The situation of higher education.</p>		
Prerequisites and co-requisites	Knowledge of elementary pedagogical concepts; general historical and social knowledge, brought by students from high school		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	written exam with open-ended questions (tasks)	51.0%	100.0%

Recommended reading	Basic literature	Aries P., History of Childhood. Child and family in former times, Gdansk 1995. Bartnicka K., Szybiak I., Outline of the history of upbringing, Warsaw 2001. Bobrowska-Nowak W., Zarys dziejów wychowania przedszkolnego w Polsce, Warszawa 1983. Chmaj L., Currents and directions in pedagogy of the XX century, Warsaw 1962. Draus J., Terlecki R., Historia wychowania. Academic textbook, vol. II, XIX and XX century, Cracow 2005. Historia wychowania wiek XX, vol. I, edited by J. Miąso, Warsaw 1980. Kot S., Historia wychowania, t. 1-2, Warsaw 1996. Kupisiewicz C., Szkice z dziejów dydaktyki, Cracow 2010. Litak S., Historia wychowania. Academic textbook, vol. I, To the Great French Revolution, Cracow 2005. Mauersberg S., Walczak M., Szkolnictwo polskie po drugiej wojny światowej (1944 - 1956), Warsaw 2005. Wołoszyn S., Dzieje wychowania i myśli pedagogicznej w zarysie, Warsaw 1964.
	Supplementary literature	Brodala M., Lisiecka A., Ruzikowski T., To rebuild man. Communist efforts to change mentality, Warsaw 2001. Flandrin J. L., History of the family, Warsaw 1998. Delimata M., Child in medieval Poland, Poznań 2004. Child in family and society. Modern history, vol. II, ed. K. Jakubiak. W. Jamrożek, Bydgoszcz 2002. Education in conditions of enslavement and autonomy (1945 - 2009), ed. by E. Gorloff, R. Grzybowski, A. Kołakowski, Kraków 2010. Flandrin J-L., History of the family, Warsaw 1998. Grzybowski R., Przemiany historyczne ideałów wychowawczych, [in:] Zagadnienia celów edukacyjnych, pod red. J. Rutkowiak, Gdańsk 1987. Grzybowski R., Wyższe szkoły pedagogiczne w Polsce w latach 1946 - 1956, Gdańsk 2010. Jakubiak K., Współdziałanie rodziny i szkoły w pedagogice II Rzeczypospolitej, Bydgoszcz 1997. Jakubiak K., Wychowanie państwowe jako ideologia wychowawcza sanacji, Bydgoszcz 1994. Kryńska E.J., Mauersberg S., Indoctrination of schoolchildren in Poland in the years 1945 - 1956, Białystok 2003. Puchowski K., Jezuickie kolegia szlacheckie Rzeczypospolitej Obojga Narodów. Studium z dziejów edukacji elit, Gdańsk 2007.
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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