

Subject card

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|--|---|--|---|-------------------------------------|--|-----------------------------------|-----|
| Subject name and code | Philosophical and sociological foundations of education, PG_00149898 | | | | | | |
| Field of study | Special Pedagogy | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2024/2025 | | |
| Education level | uniform Master'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 | 1 | Language of instruction | | | Polish polish | | |
| Semester of study | 1 | ECTS credits | | | 3.0 | | |
| Learning profile | academic | Assessment form | | | exam | | |
| Conducting unit | | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Sylwester Zielka | | | | |
| | Teachers | | dr Sylwester Zielka | | | | |
| 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 | | | | | | |
| 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 | | 50.0 | 80 |
| Subject objectives | Introducing students to basic philosophical and sociological concepts and theories that are used to explain and understand educational phenomena, processes and problems. | | | | | | |
| Learning outcomes | Course outcome | | Subject outcome | | | Method of verification | |
| | [PESPECJ5_W13] He/she is familiar with different social environments and institutions (including caring, educational, supportive), their specificity and the processes taking place in them. | | The student knows the relationship between the social structure, school and processes education | | | [SW4] test/exam - oral or written | |
| | [PESPECJ5_W10] He/she has in-depth knowledge and understanding of the types of social structures and institutions of social life (political, social, educational, cultural and assistive) and relations between them and changes; he/she has a structured and theoretically based knowledge in the field of disability counseling | | The student knows the principles of functioning of selected social institutions (school, school classes) and understands their relationships with wider social structures | | | [SW4] test/exam - oral or written | |
| | [PESPECJ5_W09] . He/she knows types of social bonds and regularities governing them ; knows and understands the process of social integration, knows and understands the determinants of inclusive education; | | The student knows selected types of social bonds and understands regularities governing relationships and group processes | | | [SW4] test/exam - oral or written | |

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| Subject contents | <p>1. Philosophical and sociological understanding of education - differences and similarities in the genesis and structure of explanations of the human social world. 2. Idealism and realism as types of philosophical narrative about the world and education - their genesis and contemporary significance. 3. Naturalism and pragmatism as philosophies of education for children and society. Structuralism and existentialism as an example of a philosophical conflict between social systems (entities) and ways of experiencing the world. 4. 5. Educational ideologies as cognitive, explanatory and activating perspectives on educational problems (conservatism, liberalism, radicalism). 6. Socialization as a process of introducing the principles of social coexistence - types, mechanisms, consequences. 7. Social control as a set of mechanisms maintaining and enforcing social coexistence - from conformism to deviation. 8. Social groups and intra-group interactions - school class as a social group.</p> | | |
| Prerequisites and co-requisites | | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | exam | 51.0% | 100.0% |
| Recommended reading | Basic literature | <p>A. Folkierska (1990), Pytanie o pedagogikę, Warszawa; W. Tatarkiewicz, Historia filozofii, t 1-2, (wyd. dow.); F.Coplestone, Historia filozofii, t. 1-9, (wyd. dow.); G.Gutek (2003), Filozoficzne i ideologiczne podstawy edukacji, Gdańsk; M.J.Szymański (2013), Socjologia edukacji, Kraków; A.Sawisz (1989), Szkoła a system społeczny, Warszawa; P. Sztompka (2012), Socjologia: analiza społeczeństwa, Kraków; K. Wieczorek (2012), Podstawy filozofii dla uczniów i studentów, Chorzów</p> | |
| | Supplementary literature | <p>S.Hessen (1997), Podstawy pedagogiki, tłum. A. Zieleńczyk, Wydawnictwo Akademickie Żak, Warszawa; R.Kwaśnica, Dwie racjonalności, (wyd. dow.); T.Szkudlarek (1993), Wiedza i wolność w pedagogice amerykańskiego postmodernizmu, Kraków; W.Jearger (2001) Paideia. Formowanie człowieka greckiego, Warszawa; T. Hejnicka-Bezwińska (2008), Pedagogika ogólna, Warszawa; J.Szacki (2006), Historia myśli socjologicznej, Warszawa;</p> | |
| | eResources addresses | | |
| Example issues/ example questions/ tasks being completed | Teaching as the art of thinking and asking questions. Thinking errors. Education at various levels of collective life. | | |
| Work placement | Not applicable | | |

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