

Subject card

Subject name and code	Introduction to the pedagogy, PG_00149925						
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		
Semester of study	2	ECTS credits			3.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of General Pedagogy -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Małgorzata Lewartowska-Zychowicz				
	Teachers		dr hab. Małgorzata Lewartowska-Zychowicz				
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	Introduction to pedagogy (subject of research, concepts, strategies for constructing pedagogical knowledge, relations between pedagogy and other disciplines, structure of pedagogy, paradigms).Familiarization with the basic contexts (social, cultural, political, economic) of educational practices. .Getting to know the basic concepts of the student and their consequences for constructing educational practice.Familiarization with the most important trends in contemporary pedagogy (directive, non-directive, critical, emancipatory pedagogy).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PESPECJ5_W01] The graduate knows and understands to an in-depth level -He/she has advanced, structured and theoretically based knowledge of the terminology used in pedagogy and special education, understands its origin and applies it within related scientific disciplines	[K_W01] The student knows the basic pedagogical concepts (education, upbringing, teaching, learning) and understands their interdisciplinary nature	[SW4] test/exam - oral or written
	[PESPECJ5_W02] The graduate knows and understands to an in-depth level -He/she has advanced, structured and theoretically based knowledge of the place of special pedagogy in the system of sciences, as well as about its object and methodological links with other scientific disciplines, has elementary knowledge of the sub-disciplines of special pedagogy	[K_W02] The student knows the structure of contemporary pedagogy, distinguishes its subdisciplines and understands their connections with other scientific disciplines (psychology, sociology, philosophy, anthropology)	[SW4] test/exam - oral or written
	[PESPECJ5_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	K_W14] The student knows the most important pedagogical directions (authoritarian pedagogy, anti-authoritarian pedagogy, critical pedagogy, emancipatory pedagogy) and understands their ideological assumptions and consequences for pedagogical practice	[SW4] test/exam - oral or written
Subject contents	<p>1. From pedagogy to scientific disciplinemechanisms for creating common theories of educationpedagogies - social educational practicespedagogy - scientific discipline (subject of pedagogy research, pedagogical concepts, relationships between pedagogy and other disciplines, subdisciplines of pedagogy, strategies for constructing scientific knowledge about education, pedagogical paradigms)</p> <p>2. Contexts for constructing social educational practicesindividual/culture - cultural processes and educationindividual/ideologies - politicization and politicization of educationindividual/market - economization of social educational practices</p> <p>3. Educator/pupil - theories of subjectivity and social educational practiceschild as a barbarian - education as civilizationchild as potentiality - upbringing as the extraction of subjectivitychild as a subject - upbringing as supporting subjectivitychild as a subject - education as empowermentdelegitimization of education</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	100.0%
Recommended reading	Basic literature	Z.Kwieciński, Decahedron of education (in:) T.Jaworska, R.Leppert (ed.) Introduction to pedagogy, Cracow 1998;P. Berger, Th. Luckmann, Social creation of reality, Warsaw 1983;R. Miller, Socialization, upbringing, psychotherapy, Warsaw 1981;T.Pilch,T.Bauman, Principles of pedagogical research, Warsaw 2001;B.Śliwerski, Contemporary theories and trends in education, Cracow 1998;G.Gutek, Philosophical and ideological foundations of education, Gdansk 2003; J.Rutkowiak, M.Szczepska - Pustkowska, Politics and the politicization of education, (in:) J.Rutkowiak (ed.) Varieties of thinking about education, Cracow 1995;B.Śliwerski, Child pedagogy, Gdansk 2007;T.Szkudlarek, Knowledge and freedom in the pedagogy of American postmodernism, Cracow 2009;K.Blusz, Education and liberation, Cracow 2000;H.Schoenebeck, Anti-pedagogy in dialogue, Cracow 1994; M.Lewartowska - Zychowicz, Early education teacher in relations of freedom and coercion, (in:) D.Klus - Stańska, M.Szczepska - Pustkowska, Early school pedagogy, Warsaw 2009.	
	Supplementary literature	Z.Melosik, T,Szkudlarek, Culture, identity, education, Cracow 1998	
	eResources addresses		
Example issues/ example questions/ tasks being completed			

Work placement	Not applicable
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