

**Subject card**

<b>Subject name and code</b>	Didactic paradigms, PG_00150644						
<b>Field of study</b>	Logopedics						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>		<b>Subject group</b>			Obligatory subject group in the field of study Humanistic-social subject group Subject group related to practical vocational preparation		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	3	<b>ECTS credits</b>			4.0		
<b>Learning profile</b>	practical	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Pedagogiki -> Faculty of Social Sciences						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Katarzyna Kaczorowska-Bray				
	<b>Teachers</b>						
<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>	<b>Participation in didactic classes included in study plan</b>		<b>Participation in consultation hours</b>		<b>Self-study</b>	<b>SUM</b>
	<b>Number of study hours</b>	30		2.0		68.0	100
<b>Subject objectives</b>	<p>Acquaintance with the basic concepts of learning and knowledge and their references to the course of didactic processes.</p> <p>Awareness of diversity and pluralism of didactic paradigms and their theoretical and ideological determinations.</p> <p>Linking the concept of learning with the basic models and theoretical concepts of didactics and their consequences for work with the student.</p> <p>Familiarity with the basic elements of didactic systems.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W16] He has in-depth knowledge of the methodology of performing tasks, methodological assumptions and ethical norms of designing and conducting scientific research, procedures and good practices used in institutions related to the selected sphere of linguistic and speech therapy activities, including those created as part of individual entrepreneurship.	He knows the principles of designing and conducting scientific research, in accordance with ethical standards and good practices.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[LOGJ5_W26] He knows and understands in an in-depth way selected concepts of the human being: philosophical, psychological and social concepts that constitute the theoretical foundations of pedagogical activity; he knows the philosophical, axiological, socio-cultural, historical, biological, psychological and medical foundations of upbringing and education, understands the functioning of social structures and institutions of social life (political, social, educational, cultural and welfare) and the relations between them.	He knows the philosophical, axiological, socio-cultural, historical, methodological, psychological and political bases of paradigms of didactic	[SW4] test/exam - oral or written
	[LOGJ5_W29] He knows the most important traditional and contemporary pedagogical currents and systems, understands their historical and cultural conditions; knows the structure and functions of the education system, including care, education, assistance, goals, legal basis, organization and functioning of educational, educational and care institutions, as well as alternative forms of education.	. He understands the functioning of the education system, especially the tasks and roles of the speech therapist teacher.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[LOGJ5_U17] He is able to use theoretical approaches in an in-depth way to analyze motives and patterns of human behavior; he can diagnose situations that exclude and integrate a person in need of support; he can analyze normalization and integration activities in the environment; he can, using the acquired psychological and pedagogical knowledge, work with children from culturally different backgrounds and with limited knowledge of the Polish language.	Able to program therapeutic and supportive interactions for those who require speech therapy support, in accordance with their psychological and pedagogical knowledge.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[LOGJ5_K05] He is ready to build proper ties in the social environment and to initiate activities for the benefit of the social environment, prepared to responsibly perform the professional roles of a teacher and school speech therapist, including adherence to the principles of professional ethics and demanding this of others, as well as caring for the achievements and traditions of the profession.	He is ready to fulfill the professional role of a school speech therapist in accordance with ethical principles and the speech therapist's code; he ensures proper contact with clients, caregivers and other professionals.	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written
Subject contents	- Didactics as a pedagogical sub-discipline. Theoretical, cultural and political contexts of didactics.- Common knowledge in didactics.- Models of didactic thinking- Map of didactic paradigms- Objectivist didactics (normative didactics, instructional didactics, neurodidactics- Interpretive-constructivist didactics (humanistic didactics, constructivist didactics, connective didactics)- Transformative didactics (critical and libertarian didactics).		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Active attendance in class	75.0%	30.0%
	Written exam	51.0%	70.0%
Recommended reading	Basic literature	D. Klus-Stańska (2018), Paradygmaty dydaktyki. Myśleć teorią o praktyce. Warszawa: PWN Feinberg W., Soltis J. F. (2000) Szkoła i społeczeństwo, tłum. K. Kruszewski, Warszawa, WSiP. Fenstermacher G.D., Soltis J.F., (2000), Style nauczania, tłum. K. Kruszewski, Warszawa, WSiP.	
	Supplementary literature	D. Klus-Stańska (2010), Dydaktyka wobec chaosu pojęć i zdarzeń. Wydawnictwo Akademickie Żak: Warszawa 2010, s. 209-244. Arends R.I. (1995), Uczymy się nauczać, tłum. K. Kruszewski, Warszawa WSiP. Cohen L., Manion L., Morrison K., (2000), Wprowadzenie do nauczania, tłum. M. Wyrzykowska, Poznań, Zys i S-ka	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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