

Subject card

Subject name and code	History didactics I, PG_00151488						
Field of study	History						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
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	2	Language of instruction			Polish		
Semester of study	3	ECTS credits			3.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of Didactic History -> Institute of History -> Faculty of History -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Michał Kosznicki				
	Teachers		dr hab. Michał Kosznicki				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	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		2.0		45.0	77
Subject objectives	-to acquaint students with modern knowledge of the didactics of history and changes occurring in it, and to confront this knowledge with school practice- to acquire by students the competences necessary to realise the didactic and educational tasks of school at level II of education- shaping by students their own teaching workshop, using modern methods of acquiring and processing information-						

Learning outcomes	Course outcome	Subject outcome	Method of verification
		<p>W1 -Knows and understands and the place of history didactics in the framework teaching plans for the II stage of education W2 -Knows and understands the core curriculum , the objectives of education and the content of history teaching at the II stage of education and the key competences and their formation in school history teaching W3- Knows and understands the intra- and inter-subject integration and the issues related to the history curriculum, including - the principles of designing the educational process and creating the timetable of the material; W4- Knows and understands substantive, didactic and educational competences of a history teacher W5- Knows and understands conventional and unconventional teaching methods used in history teaching at primary school, W6- Knows and understands the methodology of realization of individual educational contents in the process of history teaching and ways to adapt didactic influences to the needs and abilities of students at level II of education W7- Knows and understands forms of organisation of didactic work at history lessons (e.g. group, individual) W8- Knows and understands the ways of using didactic means in history teaching and electronic educational resources concerning history W9- Understands the importance of shaping the attitude of responsible and critical use of digital media in history education and respecting intellectual property rights; W10- Knows and understands the role of diagnosis, control and assessment of students in the didactic work of a history teacher in primary school W11- Knows and understands the ways of constructing tests, exams and other tools useful in the process of assessing students in history teaching in primary school W12- Knows and understands the ways of supporting students' cognitive development in history lessons and in particular the need to shape concepts, attitudes and practical skills. U1- Can identify typical school tasks with general requirements of the core curriculum of history for primary school and with key competences. U2- Can analyse timetables worked out on the basis of history curricula implemented in primary school U5- Can create didactic situations serving activity and development of pupils' interest in history U7- Can take up effective cooperation with other school subjects , K1 - Is willing to adapt work methods to the needs and different learning styles of pupils in primary school and to popularise historical knowledge in the school environment . K4- Is ready to systematically develop his/her competences at professional, personal and social level .</p>	<p>[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work</p>

Subject contents	<p>1.Characteristics of the aims and content of the core curriculum and selected programmes for teaching history at primary school 2.Methods and principles of teaching and learning history at the second educational stage. 3.Lesson - designing the material environment of history lessons. 4.Forms of work in school teaching of history. 5.Control and evaluation of the effects of students' work. 6.Teaching resources in school teaching of history. (Maps, iconography, school textbook, fiction and popular science literature). 7.Basics of organising the didactic work of a history teacher in a primary school (lesson plans and scenarios) 8.Difficulties in learning history at level II of education</p>											
Prerequisites and co-requisites	basic psychological and pedagogical knowledge acquired at earlier stages of education											
Assessment methods and criteria	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:40%;">Subject passing criteria</th> <th style="width:30%;">Passing threshold</th> <th style="width:30%;">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>test</td> <td>51.0%</td> <td>75.0%</td> </tr> <tr> <td>class activity,</td> <td>51.0%</td> <td>25.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	test	51.0%	75.0%	class activity,	51.0%	25.0%
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Recommended reading	<p>Basic literature</p> <p>A.Paner, M.Kosznicki, Metody wprowadzania, utrwalania i kontroli nowego materiału na lekcjach historii, Gdańsk 2003 (III)</p> <p>J. Maternicki Cz. Majorek, A. Suchoński, Dydaktyka historii, Warszawa 1993</p> <p>E.Chorąży, D.Konieczka-Śliwińska, S.Roszak, Edukacja historyczna w szkole. Teoria i praktyka. Warszawa 2008</p> <p>A.Zielecki, Wprowadzenie do dydaktyki historii, Kraków 2007</p> <p>M.Bieniek, Dydaktyka historii.Wybrane zagadnienia, Olsztyn 2007</p> <p>Dydaktyka Historii.Nowe Perspektywy. Praca zb. pod red. Danuty Konieczki-Śliwińskiej, Warszawa 2023</p> <p>Współczesna dydaktyka historii. Zarys encyklopedyczny pod red. J. Maternickiego, Warszawa 2004</p> <p>Metodyka nauczania historii w szkole podstawowej, pr. zbior. pod red. Cz. Majora, Warszawa 1988</p>											
	<p>Supplementary literature</p> <p>Dydaktyka historii w szkole podstawowej, pod red.J.Centkowskiego, Warszawa 1989,</p> <p>Między historią a edukacją historyczną, pod. Red. V. Julkowskiej, Poznań, 2003.</p> <p>Historia. Dydaktyka. Media, pod red. B. Tarnowskiej, Bydgoszcz 2002</p> <p>A.Zielecki: Mapy w nauczaniu historii, Warszawa 1984</p> <p>G.Kufit , Kształtowanie wyobrażeń i pojęć historycznych u uczniów klas początkowych, Warszawa 1980</p> <p>B.Janicki, Dydaktyka historii w dobie technologii cyfrowych, Opole 2024</p>											
	eResources addresses											
Example issues/ example questions/ tasks being completed												
Work placement	Not applicable											

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