

Subject card

Subject name and code	History of education, PG_00149893						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2025/2026	
Education level	uniform Master's studies		Subject group			Obligatory subject group in the field of study Humanistic-social subject group	
Mode of study	full-time studies		Mode of delivery			at the university	
Year of study	1		Language of instruction			Polish	
Semester of study	1		ECTS credits			3.0	
Learning profile	academic		Assessment form			exam	
Conducting unit	Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Paweł Śpica				
	Teachers		dr Paweł Śpica				
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	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
	[B.2.K.3] Is ready to independently deepen his/her pedagogical knowledge	The student has the readiness to independently deepen pedagogical knowledge	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written [SK5] implementation of a problem task
	[B.2.U.4] Is able to design preventive activities in a preschool, school or educational institution	The student is able to design preventive actions in educational institutions	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[B.2.W.4] knows and understands the functions of education, the process of education, its structure, properties and dynamics; issues of coercion and freedom in education, education as support for development, adaptive and emancipatory education, subjectivity in education; basic educational environments: family, peer group and school; educational styles and attitudes; contexts of education; sources and manifestations of the crisis of contemporary education; styles of education	The student knows the functions of upbringing, the process of upbringing, its structure, properties and dynamics; issues of coercion and freedom in upbringing, upbringing as supporting development, adaptive and emancipatory upbringing, subjectivity in upbringing; basic upbringing environments: family, peer group and school; upbringing styles and attitudes; contexts of upbringing; sources and manifestations of crisis in contemporary upbringing; styles of upbringing	[SW4] test/exam - oral or written
Subject contents	[B.2.U.3] Is able to design basic care and educational activities	The student is able to design basic care activities	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	- 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.		
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	Chmaj, L. (1962). <i>Prądy i kierunki w pedagogice XX wieku</i>. Państwowe Zakłady Wydawnictw Szkolnych. Wołoszyn, S. (1964). <i>Dzieje wychowania i myśli pedagogicznej w zarysie</i>. Państwowe Zakłady Wydawnictw Szkolnych. Miąso, J. (red.). (1980). <i>Historia wychowania: Wiek XX</i> (t. 1). Państwowe Wydawnictwo Naukowe. Bobrowska-Nowak, W. (1983). <i>Zarys dziejów wychowania przedszkolnego w Polsce</i>. Państwowe Wydawnictwa Szkolnictwa Zawodowego. Grzybowski, R. (1987). Przemiany historyczne ideałów wychowawczych. W J. Rutkowiak (red.), <i>Zagadnienia celów edukacyjnych</i>. Wydawnictwo Uniwersytetu Gdańskiego. Aries, P. (1995). <i>Historia dzieciństwa. Dziecko i rodzina w dawnych czasach</i>. Marabut. Kot, S. (1996). <i>Historia wychowania</i> (t. 12). Wydawnictwo Akademickie Żak. Jakubiak, K. (1997). <i>Współdziałanie rodziny i szkoły w pedagogice II Rzeczypospolitej</i>. Wydawnictwo Uczelniane WSP w Bydgoszczy. Flandrin, J.-L. (1998). <i>Historia rodziny</i>. Volumen. Bartnicka, K., & Szybiak, I. (2001). <i>Zarys historii wychowania</i>. Wydawnictwo Akademickie Żak. Brodala, M., Lisiecka, A., Ruzikowski, T. (2001). <i>Przebudować człowieka. Komunistyczne wysiłki zmiany mentalności</i>. ISP PAN. Jakubiak, K., Jamrożek, W. (red.). (2002). <i>Dziecko w rodzinie i społeczeństwie: Dzieje nowożytnie</i> (t. 2). Wydawnictwo Akademii Bydgoskiej. Kryńska, E. J., Mauersberg, S. (2003). <i>Indoktrynacja młodzieży szkolnej w Polsce w latach 1945-1956</i>. Trans Humana. Delimata, M. (2004). <i>Dziecko w Polsce średniowiecznej</i>. Wydawnictwo Poznańskie. Draus, J., Terlecki, R. (2005). <i>Historia wychowania</i> (t. 2: Wiek XIX i XX). Wydawnictwo Akademickie i Profesjonalne. Litak, S. (2005). <i>Historia wychowania</i> (t. 1: Do Wielkiej Rewolucji Francuskiej). Wydawnictwo WAM. Mauersberg, S., Walczak, M. (2005). <i>Szkolnictwo polskie po drugiej wojnie światowej (1944-1956)</i>. Wydawnictwo Akademickie Żak. Puchowski, K. (2007). <i>Jezuickie kolegia szlacheckie Rzeczypospolitej Obojga Narodów: Studium z dziejów edukacji elit</i>. Wydawnictwo Uniwersytetu Gdańskiego.
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		Kupisiewicz, C. (2013). <i>Skice z dziejów dydaktyki</i>. Wydawnictwo Impuls. Grzybowski, R. (2010). <i>Wyższe szkoły pedagogiczne w Polsce w latach 1946-1956</i>. Wydawnictwo Uniwersytetu Gdańskiego. Gorloff, E., Grzybowski, R., Kołakowski, A. (red.). (2010). <i>Edukacja w warunkach zniewolenia i autonomii (1945-2009)</i>. Wydawnictwo Impuls. Kupisiewicz, C. (2012). <i>Z dziejów teorii i praktyki wychowania. Podręcznik akademicki</i>. Wydawnictwo Impuls.
	Supplementary literature	
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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