

Subject card

Subject name and code	Current Philosophical Trends in Education, PG_00150134						
Field of study	Pedagogy						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2026/2027		
Education level	Master's studies	Subject group			Obligatory subject group in the field of study Humanistic-social subject group Subject group related to scientific research 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			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of General Pedagogy -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Łukasz Stankiewicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	20.0	0.0	0.0	0.0	0.0	20
	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	20		0.0		30.0	50
Subject objectives	Understanding the complexity of work process in culture of late capitalism according to educational issues, social activism and escapism.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDMU2_W03] The graduate has in-depth knowledge and understanding of contemporary trends in the development of pedagogy, its trends and pedagogical systems, understands their historical and cultural conditions	The student understands the discussion between proponents and opponents in assigning material aspects a dominant role in the issue of education.	[SW3] text preparation/written work
	[PEDMU2_U02] The graduate is able to use and integrate theoretical knowledge in the field of pedagogy and related disciplines, including among others: analysing complex educational, upbringing, welfare and aid problems; work with children with special educational needs; design and implement educational and preventive programmes aimed at various recipients	The student understands the links between the world of work and education with phenomena related to the occurrence of social disparities and discrimination on the basis of race, social class or gender, among others.	[SU3] text preparation/written work
	[PEDMU2_W11] The graduate has in-depth knowledge and understanding of philosophy of education and pedagogical axiology, as well as biological, psychological and social foundations of education and upbringing, understands the essence of functionality and dysfunctionality, harmony and disharmony, norms and pathology	The student knows in depth main currents of modern critical and emancipatory pedagogy, understands historical and cultural conditions of education in late capitalism.	[SW3] text preparation/written work
	[PEDMU2_W09] The graduate has knowledge and understanding of understands the cultural determinants of educational processes	The student is able to use theoretical educational models to analyse complex social issues of learning.	[SW3] text preparation/written work
	[PEDMU2_W01] The graduate knows and has in-depth understanding of terminology used in pedagogy and its application in related disciplines	The student understands the processes at the interface of the world of work and education using the concepts of interest theory, conflict theory and reproduction theory.	[SW3] text preparation/written work
Subject contents	1) Work & education: sociological theories of reproduction. (2) The concept of popular culture (P. Freire; K. Barber; Ch. Barker). (3) Welcome to the age of monopoly: board games and capitalism in the 21st century (T. Piketty). (4) Colonization, decolonization and comics: the old problems are still here (C. Ceccon). (5) Sci-fi work, is the future already here? (6) Work and work in selected areas of contemporary culture (film, fine arts, literature and video games).		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	scientific essay	50.0%	100.0%

Recommended reading	Basic literature	<p>Althusser, L. (2006). On the Reproduction of Capitalism. Ideology and Ideological State Apparatuses. LondonNew York: Verso.</p> <p>Au, W. (2017). The dialectical materialism of Paulo Freire's critical pedagogy. <i>Revista Reflexao e Acao</i>, v. 25, n. 2, p. 171-195.</p> <p>Biesta, G. (2010). A new logic of emancipation: The methodology of Jaques Ranciere. <i>Educational Theory</i>, 60(1), 39-59.</p> <p>Bernstein, B. (2003). <i>Class, codes and Control. Theoretical Studies towards a Sociology of Language</i>. LondonNew York: Routledge & Kegan Paul.</p> <p>Bourdieu, P., Passeron, J.-C. (1990). <i>Reproduction in Education, Society and Culture</i>. LondonThousand OaksNew Delhi: Sage Publications.</p> <p>Bowles, S., Gintis, H. (2002). Schooling in Capitalist America. <i>Sociology of Education</i>, Vol. 75, No. 1, pp. 118</p> <p>Dowbor, L. (2011). <i>Economic Democracy: Strolling through theories</i>. Downloaded from: http://dowbor.org/09economicdemocracykd.doc</p> <p>Ellsworth, E. (1989). Why Doesn't This Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy. <i>Harvard Educational Review</i>, Vol. 59, No. 3, 297-324.</p> <p>Escobar, M., Fernandez, A.L., Guevara-Niebla, G., Freire, P. (1994). <i>Paulo Freire on Higher Education. A Dialogue at the National University of Mexico</i>. New York: State University.</p> <p>Freire, P., Macedo, D. (2005). <i>Literacy. Reading the Word and the World</i>. London: Routledge.</p> <p>Foucault, M. (1995). <i>Discipline and Punish. The Birth of the Prison</i>. New York: Vintage Books.</p> <p>Giroux, H.A. (2001). <i>Theory and Resistance in Education. Towards a Pedagogy for the Opposition</i>. WestportLondon: Bergin&Garvey.</p> <p>Harasim, L. (1983). <i>Literacy and National Reconstruction in Guinea Bissau: A Critique of the Freirean Literacy Campaign</i>. Toronto: University of Toronto.</p> <p>Latour, B. (2007). <i>Reassembling the Social. An Introduction to Actor-Network-Theory</i>. Oxford: Oxford University Press.</p> <p>McLaren, P. (2000). <i>Che Guevara, Paulo Freire and the Pedagogy of Revolution</i>. Lanham: Rowman&Littlefield.</p> <p>Ranciere, J. (1991). <i>The Ignorant Schoolmaster. Five Lessons in Intellectual Emancipation</i>. Stanford: SUP.</p> <p>Suchodolski, B. (1957). <i>U podstaw materialistycznej teorii wychowania [Fundamental ideas of a materialist theory of education]</i>. Warsaw: PWN.</p> <p>Torres C.A. (1993). From the Pedagogy of the Oppressed to A Luta Continua: The Political Pedagogy of Paulo Freire. In: P. McLaren, P. Leonard (eds.), <i>Paulo Freire: A critical encounter</i>. LondonNew York: Routledge, 119145.</p>
	Supplementary literature	<p>1. Bowles, S., Gintis, H. (1976). <i>Schooling in Capitalist America. Educational Reform and the Contradictions of Economic Life</i>. New York: Basic Books.</p> <p>2. Hooks, B. 2000. <i>Where We Stand: Class Matters</i>. New York: Routledge.</p> <p>3. Piketty, T. (2014). <i>Capital in the Twenty-First Century</i>.</p> <p>4. Dowbor, L. (2018). <i>The Era of Unproductive Capital: New Architectures of Power</i>. Downloaded from: http://dowbor.org/blog/wp-content/uploads/2018/01/17-NEW-ARCHITECTURES-1-Gini-.doc</p> <p>5. CambridgeLondon: The Belknap Press of Harvard University Press.</p>
	eResources addresses	

Example issues/ example questions/ tasks being completed	The final paper will contain students' thought on the subject of work or popular culture in late capitalis. The assessment will be subject to proper structure of the text, references and abstractas well ascomplexity of comprehension contemporary work, labour and popular culture issues.
Work placement	Not applicable

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