

**Subject card**

<b>Subject name and code</b>	Pedagogy, its Subdisciplines and Modern Trends, PG_00194294						
<b>Field of study</b>	Pre-school and Early School Education						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	1	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			exam		
<b>Conducting unit</b>	Division of General Pedagogy -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Małgorzata Lewartowska-Zychowicz				
	<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>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		0.0		45.0	75
<b>Subject objectives</b>	<ol style="list-style-type: none"> <li>To familiarize students with the determinants of social educational practices: socio-cultural conditions; ideological and political conditions</li> <li>To familiarize students with pedagogy as a scientific discipline and its subdisciplines: subject of research; basic concepts; research methods; relationships between pedagogy and other scientific disciplines; paradigms</li> <li>To familiarize students with the main directions of contemporary pedagogy: non-directive pedagogy; non-authoritarian pedagogy; anti-authoritarian pedagogy; pedagogy of resistance; radical critical pedagogy; emancipatory pedagogy</li> </ol>						
<b>Learning outcomes</b>	<b>Course outcome</b>		<b>Subject outcome</b>			<b>Method of verification</b>	
	[PPWJ5_W01] The graduate knows and understands to an in-depth level-He/she has advanced, structured and theoretically based knowledge the basics of the philosophy of education and pedagogical axiology and can relate them to the personal, integral development of the child (learner).		K_W01 The student knows at an advanced level the features (subject of research, concepts, research methods, paradigms) of pedagogy and its status in the system sciences and theoretical diversity, understands the philosophical basis of its directions development; [A.1W.1] The student understands the socio-cultural and ideological-political conditions of education; functions of education in the life of an individual i society; socio-cultural opportunities and development blocks			[SW4] test/exam - oral or written	

Subject contents	<ol style="list-style-type: none"> <li>1. Socio-cultural and ideological-political background of social educational practices.</li> <li>2. Pedagogies and scientific pedagogy: rethinking social educational practices.</li> <li>3. Pedagogy as a scientific discipline (subject of research, concepts, research methods, paradigms and the resulting implications for practice educational)</li> <li>4. Directions of development of contemporary pedagogical reflection and practice: adaptation/ emancipation/delegitimization of education (non-directive, non-authoritarian, anti-authoritarian, resistance, critical, emancipatory pedagogy).</li> </ol>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Exam: closed questions; open question	51.0%	100.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>• Z.Kwieciński, Decahedron of education(in:) T.Jaworska, R.Leppert (ed.) Introduction to pedagogy, Cracow 1998;</li> <li>• M.Mead, Culture and identity. Study of intergenerational distance, Warsaw 2000;</li> <li>• B.Śliwerski, Contemporary theories and trends in upbringing, Cracow 1998 (r. Comparative [meta-]research on contemporary theories of upbringing;</li> <li>• D.Klus-Stańska, Discourses of early school pedagogy, (in:) D.Klus-Stańska, M.Szczepska-Pustkowska (ed.), Early school pedagogy - discourses, problems, solutions, Warsaw 2009;</li> </ul>	
	Supplementary literature	<ul style="list-style-type: none"> <li>• I.Illich, Deschool society, Warsaw 2010</li> </ul>	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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