University of Gdańsk

Subject card

Subject name and code	Introduction to pedagogy, PG_00205860		
Field of study	Pedagogy		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2026/2027
Education level	Bachelor's studies	Subject group	Obligatory subject group in the field of study Optional 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	4.0
Learning profile	academic	Assessment form	exam
Conducting unit	Division of General Pedagogy -> Institute of Education -> Faculty of Social Sciences -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr hab. Małgorzata Lewartowska-Zychowicz, prof. UG	
	Teachers		

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	2.0	68.0	100

Subject objectives

Introduction to pedagogy (subject of research, concepts, strategies for constructing pedagogical knowledge, relations between pedagogy and other disciplines, structure of pedagogy, paradigms).Familiarization with the basic contexts (social, cultural, political, economic) of educational practices. .Getting to know the basic concepts of the student and their consequences for constructing educational practice.Familiarization with the most important trends in contemporary pedagogy (directive, non-directive, critical, emancipatory pedagogy).

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PEDL3_U20] Graduates are able to recognise and interpret social phenomena, demonstrating their connections with various areas of pedagogy	Graduates are able to recognise and identify styles and trends in education in educational practice and in care and educational activities	[SU4] test/exam - oral or written
[PEDL3_W02] Graduate have an advanced knowledge and understanding of classical and contemporary theories of human development, upbringing, care, learning and teaching or education, and their practical applications	Graduates know and understand basic pedagogical theories, including trends and directions, as well as normative, personalistic and social contexts in pedagogy; issues of authoritarian and non-authoritarian pedagogy, emancipation and critical thinking in education sciences, and anti-pedagogy Graduates know and understand the conditions of education, the places where educational relationships are formed, culture, ideology, economic issues in the context of education, and the changes and challenges facing education in the 21st century Graduates know and understand the functions of education, the educational process, its structure, characteristics and dynamics; issues of coercion and freedom in education, education as a means of supporting development, adaptive and emancipatory education, subjectivity in education; basic educational environments: family, peer group and school; educational styles and attitudes; educational contexts; sources and manifestations of the crisis in contemporary education; styles of education Graduates know and understand the forms of children's activities, including learning and play; issues related to the development of interests, expanding autonomy and independence	[SW4] test/exam - oral or written
[PEDL3_K08] In terms of social competences, graduates are prepared to appreciate the traditions and achievements of scientific research in the field of pedagogy, as well as to continue and expand them into new areas and research procedures.	The graduate is ready to independently deepen their pedagogical knowledge	[SK4] test/exam - oral or written
[PEDL3_W01] Graduate have an advanced knowledge and understanding of the philosophy of education and pedagogical axiology, the history of education and the sociology of education, the specific characteristics of the main care and educational environments and the processes taking place within them	Graduates know and understand pedagogy as an academic discipline: the place of pedagogy among the social sciences and humanities, the scope of pedagogy, pedagogical paradigms, basic pedagogical concepts, including upbringing, schooling, education and self-education Graduates know and understand the process of planning educational work: the purpose, forms, means and methods of education; ways of constructing goal-oriented educational work; the issue of the hidden school curriculum	[SW4] test/exam - oral or written

Subject contents	1.From pedagogy to scientific disciplinemechanisms for creating common theories of educationpedagogies - social educational practicespedagogy - scientific discipline (subject of pedagogy research, pedagogical concepts, relationships between pedagogy and other disciplines, subdisciplines of pedagogy, strategies for constructing scientific knowledge about education, pedagogical paradigms)2. Contexts for constructing social educational practicesindividual/culture - cultural processes and educationindividual/ideologies - politicization and politicization of educationindividual/market - economization of social educational practices3. Educator/pupil - theories of subjectivity and social educational practiceschild as a barbarian - education as civilizationchild as potentiality - upbringing as the extraction of subjectivitychild as a subject - upbringing as supporting subjectivitychild as a subject - education as empowermentdelegitimization of education	
Prerequisites and co-requisites		
Assessment methods and criteria	Subject passing criteria:	Passing threshold: 51.0% / Percentage of the final grade: 100.0%
Recommended reading	Basic literature	Z.Kwieciński, Decahedron of education (in:) T.Jaworska, R.Leppert (ed.) Introduction to pedagogy, Cracow 1998;P. Berger, Th. Luckmann, Social creation of reality, Warsaw 1983;R. Miller, Socialization, upbringing, psychotherapy, Warsaw 1981;T.Pilch,T.Bauman, Principles of pedagogical research, Warsaw 2001;B.Śliwerski, Contemporary theories and trends in education, Cracow 1998;G.Gutek, Philosophical and ideological foundations of education, Gdansk 2003; J.Rutkowiak, M.Szczepska - Pustkowska, Politics and the politicization of education, (in:) J.Rutkowiak (ed.) Varieties of thinking about education, Cracow 1995;B.Śliwerski, Child pedagogy, Gdansk 2007;T.Szkudlarek, Knowledge and freedom in the pedagogy of American postmodernism, Cracow 2009;K.Blusz, Education and liberation, Cracow 2000;H.Schoenebeck, Anti-pedagogy in dialogue, Cracow 1994; M.Lewartowska - Zychowicz, Early education teacher in relations of freedom and coercion, (in:) D.Klus - Stańska, M.Szczepska - Pustkowska, Early school pedagogy, Warsaw 2009.
	Supplementary literature	Z.Melosik,T,Szkudlarek, Culture, identity, education, Cracow 1998
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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