University of Gdańsk

Subject card

Subject name and code	Comunication in education, PG_00206292		
Field of study	Pedagogy		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2027/2028
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	2	Language of instruction	Polish
Semester of study	3	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit	Division of the History of Science and Education -> Institute of Education -> Faculty of Social Sciences -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr hab. Małgorzata Obrycka	
	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	0.0	20.0	50

Subject objectives	Developing skills in constructive, effective and informed interpersonal communication relevant to the educational process (in the perspective: teacher-student; parent-teacher; student-student).

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PEDL3_W18] Graduate know and understand the ethical principles and standards applicable to educators.	Graduates know and understand the issue of the school class as an educational environment: classroom management styles, the problem of order and discipline, social processes in the classroom, school class integration, creating an environment conducive to learning progress, and how to teach in a class that is diverse in terms of cognition, culture, social status or material status	[SW2] presentation/project/paper/ report
[PEDL3_U06] Graduates are able to create educational and teaching situations that motivate students to learn, work on themselves and undertake activities conducive to development, and to modify educational, teaching and developmental activities in order to achieve the desired results in the areas of education, upbringing and stimulation of development	Graduates are able to identify the need to adapt working methods to classes that are diverse in terms of cognitive abilities, culture, social status or material circumstances	[SU2] presentation/project/paper/ report
[PEDL3_U08] Graduates are able to develop students' creativity and independent critical thinking skills, and strengthen their emotional resilience	The graduate is able to design activities aimed at integrating the school class	[SU2] presentation/project/paper/ report
[PEDL3_K03] In terms of competence, graduates are prepared to communicate with people from different backgrounds and with different emotional states, resolve conflicts through dialogue, and create a positive atmosphere for communication in and outside the classroom	Graduates are prepared to creatively seek the best teaching solutions that promote student progress. students	[SK2] presentation/project/paper/ report
[PEDL3_W12] Graduate have an advanced knowledge and understanding of interpersonal and social communication processes, as well as their regularities and disruptions	Graduates know and understand the issue of the school class as an educational environment: classroom management styles, the problem of order and discipline, social processes in the classroom, school class integration, creating an environment conducive to learning progress, and how to teach in a class that is diverse in terms of cognition, culture, social status or material status	[SW2] presentation/project/paper/ report

Subject contents

1. to familiarize students with the basic concepts of communication, including communication in interpersonal and intergroup, educational, posthumanist perspectives.

2. to acquaint students with life attitudes relevant from the perspective of constructive versus non-constructive communication.

3. basics of nonverbal communication (nonverbal aspects of communication, characteristics of selected elements of nonverbal communication).

4. basics of verbal communication (I-Thou messages, full expression of communication and its application, for example, in teacher-student, parent-teacher relations.

5. importance of language in mutual communication, linguistic and extralinguistic barriers, semantic, syntactic disorders, ways to avoid/overcome language barriers.

6. Non-violent communication in teacher-student relations; parent-teacher, student-student.

7. Dealing with difficult, problematic, conflict situations through constructive messages.

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Development of a communication model in education on a domestic or foreign example, presence, activity	51.0%	100.0%

Recommended reading	Basic literature	Barnard R., Torres-Guzman M.,*Creating classroom communities of learning: international case studies and perspectives*, Bristol 2008. Czerwiński K., Mika J., Uździcki R. (red.), *Zarządzanie i komunikacja społeczna w edukacji: kontekst, struktura, środowisko*,Toruń 2010. Gabzdyl J. (red.), *Komunikacja w edukacji: uwarunkowania i właściwości,* Racibórz 2009. Grzegorczyk G., Uczenie się jako nadawanie sensów i znaczeń, czyli komunikacja w edukacji spersonalizowanej w ujęciu enaktywistycznym. W: Style komunikacyjne, A. Knapik, A. Misior-Mroczkowska, P. Chruszczewski, W. Chłopicki (red.), Tertium, Kraków 2017, s. 133142. Łęcki K., Szóstak A, *Komunikacja interpersonalna w pracy socjalnej*, Warszawa 1996. Retter H., *Komunikacja codzienna w pedagogice*, Gdańsk, 2005.
	Supplementary literature	Gandecka K., Słowo to potęga? Komunikacja w edukacji na przestrzeni dziejów. W: *Komunikacja społeczna w świecie wirtualnym*, M. Wawrzak-Chodaczek (red.), Wydawnictwo Adam Marszałek-Instytut Pedagogiki Uniwersytetu Wrocławskiego, Wrocław- Toruń 2008, s. 41-49. Pyżalski J., *W jaki sposób możliwe były główne edukacyjne relacje w edukacji zdalnej?*, "Studia z Teorii Wychowania" 2021, Vol.XII (3 (36)), s. 71-82.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Zadanie: analiza i ocena samodzielnie wybranego modelu komunikacyjnego stosowanego w edukacji formalnej (modelu krajowego lub zagranicznego) w świetle płaszczyzn komunikacyjnych takich jak: fakty, relacje, ujawnianie siebie, apel.	
Work placement	Not applicable	

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