University of Gdańsk

Subject card

Subject name and code	Picturebook, PG_00206360		
Field of study	Pedagogy		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2027/2028
Education level	Master'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	English
Semester of study	4	ECTS credits	3.0
Learning profile	academic	Assessment form	credit
Conducting unit	Division of Philosophy of Education and Culture Studies -> Institute of Education -> Faculty of Social Sciences -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr hab. Małgorzata Cackowska, prof. UG	
	Teachers		

Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	20.0	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	55.0	75

Subject objectives	*The course will investigate the issues of socialization, reading and image cultures, politics of representation and childhood studies. The aim of the lecture is to create an opportunity for critical analysis of the contemporary picturebooks phenomena and make such a knowledge and competency useful in educational practice.*

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PEDMU2_K04] The graduate is willing to design, plan, implement and critically evaluate pedagogical activities	K_K04 Student is ready for designing, planning and critical evaluating own practice with picturebooks and young people.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK5] implementation of a problem task
[PEDMU2_U13] The graduate is able to use a foreign language at the B2 + level	K_U13 Student is a B2 level of English user	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[PEDMU2_K05] The graduate is willing to undertake pedagogical activities in a professional manner, based on the principles of professional ethics; as well as search for optimal solutions and correct inappropriate pedagogical activities	K_K05 Student is ready to taking ethical actions using significant contemporary picturebooks for support the quality of education of children recruited from different social status conditions.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
[PEDMU2_W06] The graduate has in-depth knowledge and understanding of classic and contemporary theories of human development, in biological as well as in psychological and social terms;	K_W06 Student knows historical and contemporary issues on influences of educational ideologies and cultural and social discourses for the cultural production of picturebooks for children.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[PEDMU2_U10] The graduate is able to choose and apply the appropriate procedure for a given pedagogical activity, select means and methods of work in order to effectively perform emerging professional tasks	K_U10 Student can develop children's visual and emergent competencies, their interest and creative and critical thinking using contemporary picturebooks as a educational tool.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[PEDMU2_W12] The graduate has in-depth knowledge and understanding of theories of upbringing, learning and teaching and other educational processes (including, inter alia, the issue of inclusive education, the diversity of educational needs, teaching methods and effective teaching resources)	K_W12 Student knows fundamental aspects of the functioning social market of books for children and cultural and social meanings of picturebooks in different societies.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report

Subject contents

1. Discourse (and socio-pedagogical ideology) analysis of childhood occurred in picturebooks for children. (meaning of significant professional and non-professional adults mediators between book and a child).

2. An introduction to history and theory of picturebooks (word-picture relations; educational potential of picturebooks perceived as a significant cultural medium; visual literacy and reading pictures competency).

3. Analysis of the thematic content of contemporary picturebooks (taboo, gender stereotypes, power relations), analysis of chellenging and controversial picturebooks.

4. Analysis the meaning of the formal aspects of picturebooks (aesthetics of artistic and mass production) for developing visual literary skills.

Prerequisites and co-requisites

English level min. B2

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
videoanalysis	80.0%	80.0%
active participation in class	20.0%	20.0%

Recommended reading	Basic literature	*Arzipe, E., Styles, M.,(2003) Children Reading Pictures. Interpreting visual texts. New York London: Routledge Taylor&Francis Group* *Beckett S., (2012) Crossover Picturebooks. A genre for All Ages, New York London: Rolutledge, Taylor&Francis Group* *Haynes J., &Murris K., (2012) Picturebooks, Pedagogy and Philosophy, New York London: Rolutledge, Taylor&Francis Group* *Kummerling-Meibauer (2018) (eds) Routledge Companion to Picturebooks, New York London: Rolutledge, Taylor&Francis Group* *Nikolajeva, M., Scott, C., (2006) How Picturebooks Work. New York London: Routledge Taylor&Francis Group* *Murris, K., (2016) The Posthuman Child. Educational transformation through philosophy with picturebooks, New York London: Rolutledge, Taylor&Francis Group*
	Supplementary literature	*Cackowska M., Wincencjusz-Patyna A. (2017) Look! Polish Picturebook! NCK, Gdansk* *Kiefer, B., (1995) The Potential of Picturebooks. From Visual Literacy to Aesthetic Understanding. Columbus, Ohio, Merril* *Zornado, J., (2001) Inventing the Child. Culture, Ideology, and the Story of Childhood, Garland Science*
	eResources addresses	

Example issues/ example questions/ tasks being completed	*Final output* *By the end of the course, each small group shall submit a 5 minutes video assignment analysing a picturebook. The analysis should have both a picturebook perspective and a didactic approach and include dialogic elements (collaborative and participative presentation). The work step by step* *1 step:* *Present two preselected books: one relevant to your country, and one relevant to the topics of the course. Discuss and select one of the books for the 5 minutes video assignment. Decide on the reason for choosing the book.* *2 step:* *Prepare summary, identify key elements for your analysis, link to picturebook theory, ecocriticism, social justice and dialogic teaching, draft didactic potential.* *3 step (in groups):* *Continue and decide the structure of the analysis. Record the video and submit (on MS Teams files).* *Outline of the video: (3 minutes = Presentation (title, author, year of publication), short summary of content/ plot, doublespread presentations linked link to picturebook theory, ecocriticism, social justice and dialogic teaching (a few key elements relevant to the picturebook; 2 minutes = Didactic potential, please indicate how your approach can be included in a classroom talk or activity related to the book.)* *4 step (in groups):* *Presentation in groups to all participants.*
Work placement	Not applicable

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