University of Gdańsk

Subject card

Subject name and code	History of Childhood and Early Education, PG_00206747		
Field of study	Pre-school and Early School Education		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2026/2027
Education level	uniform 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	1	ECTS credits	3.0
Learning profile	academic	Assessment form	credit
Conducting unit	Faculty of Social Sciences -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr Paweł Śpica	
	Teachers	dr Paweł Śpica	

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	45.0	75

Subject objectives

The subject is intended to monographically show the problem of social and pedagogical views on the child and childhood and early education in history, mainly in modern times, which is marginalized in textbooks on the history of culture and education, and to reconstruct the realities in this regard. The goal is for students to show and understand the changes in the social situation and the place of the child in culture, family and society, as well as the understanding of childhood in the development of European civilization.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PPWJ5_U01] The graduate has the skills enabling them to observe pedagogical situations and events, analyse them using pedagogical and psychological knowledge and propose solutions to problems	The student is able to use in the analysis of pedagogical events the knowledge of of the history of childhood and early childhood education The student is able to recognize and identify styles of upbringing in the practice of education, indicate their valuable features and threats to the subjectivity of the child or student	[SU4] test/exam - oral or written
[PPWJ5_K09] The graduate has social competences enabling them to critically assess one's own knowledge within a given area of education, and broaden it.	The student has the willingness and ability to develop independent reflection pedagogical reflection and criticism of the situation of children, the conditions of their development and education in the contemporary world, country and environment	[SK4] test/exam - oral or written
[PPWJ5_W02] The graduate knows and understands to an in-depth level - He/she has advanced, structured and theoretically based knowledge of classic and contemporary theories of human development, upbringing, learning and teaching (education) and their applicability values; can evaluate them critically and use them creatively	The student has an in-depth knowledge of the classical concepts of child education of the child and their persistence, and is able to relate it to humanistic, socio-cultural conditions of modern pedagogy	[SW4] test/exam - oral or written
[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).	The student has advanced and structured knowledge of the history of childhood and early education	[SW4] test/exam - oral or written
[PPWJ5_W05] He/she has advanced, structured and theoretically based knowledge of the structure and functions of the education system and alternative forms of education; understands the contextual conditions of the foundations, goals, organisation and functioning of educational, upbringing and care institutions.	The student understands the historical variability of the structure, forms and functions of systems (including alternative) of child education, recognizes the sources of contemporary innovations pedagogy of the child	[SW4] test/exam - oral or written

Subject contents

- The concept of childhood and its concepts over the centuries-The Old - and New Testament reflections on the family and the child and parental duties - an indication for moralists of modern Europe.- The manifestations of the development and content of reflection on the child in Western European writing in modern times. "Exploration of childhood" in theRenaissance and Enlightenment and in the 19th century, with particular attention to the views of: John Amos Comenius, John Locke, John JamesRousseau, John Henry Pestalozzi and Friedrich W. Fröbel.- The child and his position and situation in culture, family, society and school in Western Europe and Poland from the Middle Ages to the 18th century -.Civilizational transformations and conditions.- Social, legal and moral changes in the functioning of families and children in Western Europe, initiated in the era of the Great RevolutionFrench.- The rise of reflection on the rights of the child and its protection.The initiators of reforms of preschool education and early childhood education at the turn of the 20th century: Maria Weryho-Radziwiłłowiczowa, StanisławKarpowicz, Janusz Korczak, Róża and Karolina Agazzi, Maria Montessori, Ovid Decrroly, Ellen Key.- Forerunners and creators of school reforms in Western Europe and Poland. From pajdocentrism to anti-pedagogy;- The influence of the "New Education" movement on changes in thinking about the child and didactic and educational methods, as well as the experiments of the timepedagogical experiments that inspired contemporary educational reforms;- The essence and role of play and toys in the life and early education of the child - pedagogical concepts and attempts to implement them.- The development of psychological research on the child in Western Europe and the Polish lands at the turn of the 19th and 20th centuries.- The formation of pedology as a science of the child - its creators, theoretical foundations, fields, methods and research results.- Historical sources of modern educational offerings.- The situation of the child in totalitarian political systems

<table>
<tr><td>Prerequisites and co-requisites</td><td colspan="3">Knowledge and understanding of basic pedagogical terminology. Knowledge of the peculiarities and cultural features of historical eras.</td></tr>
<tr><td>Assessment methods and criteria</td><td colspan="3"><table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td>written exam with open-ended questions (tasks)</td><td>51.0%</td><td>100.0%</td></tr></table></td></tr>
<tr><td rowspan="3">Recommended reading</td><td>Basic literature</td><td colspan="2">Ariés P., History of Childhood. The child and the family in ancient times, Gdansk 1995The Child in Family and Society. Modern history, vol. II, ed. K. Jakubiak, W. Jamrożek, Bydgoszcz 2002Żołądź -Strzelczyk, Child in old Poland, Poznań 2002W. Bobrowska-Nowak, History of preschool education, Warsaw 1983.Badinter E., History of maternal love, translated by K. Choiński, Warsaw 1998.Balcerek M., Rights of the child, Warsaw 1986.Śliwerski B., Pedagogy of the child. A study of pajdocentrism, Gdańsk 2007</td></tr>
<tr><td>Supplementary literature</td><td colspan="2">Balcerek M., Development of child care in Poland in the years 1918-1939, Warsaw 1978Drynda D., Inspirations for modern education in the didactics of the Second Republic, Katowice 2000The child in the light of tradition, ed. F. Ziemski, W. Korzeniowska, Cracow 2002Wnęk J., The child in Polish scientific literature 1918-1939, Warsaw 2012Delimata M., The child in medieval Poland, Poznań 2004</td></tr>
<tr><td>eResources addresses</td><td colspan="2"></td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td colspan="3"></td></tr>
<tr><td>Work placement</td><td colspan="3">Not applicable</td></tr>
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