

Subject card

Subject name and code	Philosophical and Sociological Foundations of Education (Lecture), PG_00208159						
Field of study	Special Pedagogy						
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		
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		exam		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Sylwester Zielka				
	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		45.0	75
Subject objectives	Introducing students to basic philosophical and sociological concepts and theories that are used to explain and understand educational phenomena, processes and problems.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[B.2.W.11] knows and understands the role of the student's social contacts, including peer groups, camaraderie, friendship and conflicts among students; the role of significant people and authorities; issues of changing authorities, the crisis of the authority of the teacher, parent and guardian, the rebellion of adolescence and its functions; threats in the upbringing of young people; youth subcultures	The student knows the basics of how peer groups function. The student knows the causes of adolescent rebellion.	[SW4] test/exam - oral or written
	[B.2.U.6] Is able to formulate ethical judgments related to the teaching profession	The student recognizes and indicates the types of ethical issues within the discussed trends in the philosophy of education.	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[B.2.U.2] Is able to recognize and identify styles and trends of education in educational practice and in care and upbringing influences	The student identifies the basic trends in philosophical and sociological ways of approaching educational issues.	[SU1] oral statement/conversation/discussion
	[B.2.K.3] Is ready to independently deepen his/her pedagogical knowledge	The student independently studies the indicated literature expanding the scope of his/her pedagogical knowledge.	[SK1] oral statement/conversation/discussion [SK4] test/exam - oral or written
	[B.2.U.5] Is able to design a path for his/her own professional development	The student analyzes the background of pedagogical work and places his or her future in this context.	[SU1] oral statement/conversation/discussion
	[B.2.W.3] knows and understands the conditions of education, places where educational relations, culture, ideology arise, the issue of economics in the context of education, educational changes and challenges of the 21st century;	The student knows the basic educational ideologies and is able to determine their components and effects on educational processes.	[SW4] test/exam - oral or written
Subject contents	1. Philosophical and sociological understanding of education - differences and similarities in the genesis and structure of explanations of the human social world. 2. Idealism and realism as types of philosophical narrative about the world and education - their genesis and contemporary significance. 3. Naturalism and pragmatism as philosophies of education for children and society. Structuralism and existentialism as an example of a philosophical conflict between social systems (entities) and ways of experiencing the world. 4. Educational ideologies as cognitive, explanatory and activating perspectives on educational problems (conservatism, liberalism, radicalism). 5. Socialization as a process of introducing the principles of social coexistence - types, mechanisms, consequences. 6. Social control as a set of mechanisms maintaining and enforcing social coexistence - from conformism to deviation. 7. Social groups and intra-group interactions - school class as a social group.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	51.0%	5.0%
	nie dotyczy	51.0%	95.0%
Recommended reading	Basic literature	A. Folkierska (1990), Pytanie o pedagogikę, Warszawa; W. Tatarkiewicz, Historia filozofii, t 1-2, (wyd. dow.); F.Coplestone, Historia filozofii, t. 1-9, (wyd. dow.); G.Gutek (2003), Filozoficzne i ideologiczne podstawy edukacji, Gdańsk; M.J.Szymański (2013), Socjologia edukacji, Kraków; A.Sawisz (1989), Szkoła a system społeczny, Warszawa; P. Sztompka (2012), Socjologia: analiza społeczeństwa, Kraków; K. Wieczorek (2012), Podstawy filozofii dla uczniów i studentów, Chorzów	
	Supplementary literature	S.Hessen (1997), Podstawy pedagogiki, tłum. A. Zieleńczyk, Wydawnictwo Akademickie Żak, Warszawa; R.Kwaśnica, Dwie racjonalności, (wyd. dow.); T.Szkudlarek (1993), Wiedza i wolność w pedagogice amerykańskiego postmodernizmu, Kraków; W.Jearger (2001) Paideia. Formowanie człowieka greckiego, Warszawa; T. Hejnicka-Bezwińska (2008), Pedagogika ogólna, Warszawa; J.Szacki (2006), Historia myśli socjologicznej, Warszawa;	
	eResources addresses		

Example issues/ example questions/ tasks being completed	Teaching as the art of thinking and asking questions. Thinking errors. Education at various levels of collective life.
Work placement	Not applicable

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