

Subject card

Subject name and code	History didactics III, PG_00151503						
Field of study	History						
Date of commencement of studies	October 2023		Academic year of realisation of subject		2025/2026		
Education level	Bachelor'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	3		Language of instruction		Polish		
Semester of study	5		ECTS credits		3.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Division of Didactic History -> Institute of History -> Faculty of History -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Arnold Kłoncezyński				
	Teachers		dr hab. Arnold Kłoncezyński				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	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		45.0	77
Subject objectives	-to acquaint students with modern knowledge of the didactics of history and changes occurring in it, and to confront this knowledge with school practice- to acquire by students the competences necessary to realise the didactic and educational tasks of school at level II of education- shaping by students their own teaching workshop, using modern methods of acquiring and processing information- to train practical didactic skills related to the teaching of history in primary school						

Learning outcomes	Course outcome	Subject outcome	Method of verification
		W1 -Knows and understands the place of didactics of history in the framework plans of teaching for the II stage of education W2 -Knows and understands the core curriculum , learning objectives and content of history teaching at level II of education and key competences and their formation within school history teaching W3- Knows and understands intersubject and inter-subject integration and issues related to the history curriculum, including - principles of designing the educational process and creating a timetable of material; W4- Knows and understands the substantive, didactic and educational competences of a history teacher W5- Knows and understands conventional and unconventional teaching methods used in teaching history in primary school, W6- Knows and understands the methodology of realization of individual educational contents in the process of history teaching and the ways of adapting didactic influences to the needs and possibilities of students at the II stage of education W7- Knows and understands forms of organisation of didactic work during history lessons (e.g. group, individual) W8- Knows and understands the ways of using didactic means in history teaching and electronic educational resources concerning history W9- Understands the importance of developing an attitude of responsible and critical use of digital media in history education and respecting intellectual property rights; W10- Knows and understands the role of diagnosis, control and assessment of students in the didactic work of a history teacher in primary school W11- Knows and understands the ways of constructing tests, checks and other tools useful in the process of assessing students in history teaching in primary school W12- Knows and understands the ways to support students' cognitive development in history lessons and in particular the need to shape concepts, attitudes and practical skills. W13- Knows and understands the importance of developing students' personal and socio-emotional skills , including the need to shape students' group cooperation skills in history lessons	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU8] observation of student's independent or team work [SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written [SK8] observation of student's independent or team work

	Course outcome	Subject outcome	Method of verification
		W14- Knows and understands the importance of continuous improvement of the primary school history teacher's workshop W15- Knows and understands the need to shape in a primary school student a positive attitude to history as a science and to develop his/her historical interests U1- Can identify typical school tasks with the general requirements of the history core curriculum for primary school and with the key competences. U2- Be able to analyse timetables developed on the basis of history curricula implemented in primary school U3- Be able to identify connections between history contents and contents of other subjects implemented at level II of education U4 -The student can adapt the way of communication during history lessons to the developmental level of students in primary school (classes IV-VIII) U5- Can create didactic situations serving the activity and development of pupils' historical interests U6- Can undertake effective cooperation in the didactic process with parents of pupils in primary school U7 -Potentially select effective methods of classroom work and didactic resources appropriate for students at level II of education U8 -Potentially assess the work of students in the process of school history education carried out at level II of education in a substantial and reliable manner U9 -The student is able to make a preliminary diagnosis of the student's skills, construct a test and recognize typical student mistakes that occur during historical education at primary school K1 - He/she is ready to adapt working methods to the needs and different learning styles of primary school students and to popularise historical knowledge in the school environment K2 - Is ready to encourage pupils to make elementary research attempts in history and to promote responsible use of digital media . K3 - Is ready to shape students' cooperative skills, develop their responsible ethical attitudes , shape their communicative competences and cultural habits as well as their independence and cognitive curiosity . K4- Is ready to systematically	

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		develop his/her competences at professional, personal and social level .	
Subject contents	1.Characteristics of the aims and content of the core curriculum and selected programmes for teaching history at primary school2.Methods and principles of teaching and learning history at the second educational stage.3.Lesson - designing the material environment of history lessons.4.Forms of work in school teaching of history.5.Control and evaluation of the effects of students' work.6.Teaching resources in school teaching of history. (Maps, iconography, school textbook, fiction and popular science literature). 7.Basics of organising the didactic work of a history teacher in a primary school (lesson plans and scenarios)8.Difficulties in learning history at level II of education		
Prerequisites and co-requisites	basic psychological and pedagogical knowledge acquired at earlier stages of education		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	class activity, exam	51.0%	100.0%
Recommended reading	Basic literature	A.Paner, M.Kosznicki, Metody wprowadzania, utrwalania i kontroli nowego materiału na lekcjach historii, Gdańsk 2003 (III) J. Maternicki Cz. Majorek, A. Suchoński, Dydaktyka historii, Warszawa 1993 E.Choraży, D.Konieczka-Śliwińska, S.Roszak, Edukacja historyczna w szkole. Teoria i praktyka. Warszawa 2008 A.Zielecki, Wprowadzenie do dydaktyki historii, Kraków 2007 M.Bieniek, Dydaktyka historii.Wybrane zagadnienia, Olsztyn 2007 Dydaktyka Historii.Nowe Perspektywy. Praca zb. pod red. Danuty Konieczki-Śliwińskiej, Warszawa 2023 Współczesna dydaktyka historii. Zarys encyklopedyczny pod red. J. Maternickiego, Warszawa 2004 J. Maternicki Cz. Majorek, A. Suchoński, Dydaktyka historii, Warszawa 1993 Metodyka nauczania historii w szkole podstawowej, pr. zbior. pod red. Cz. Majorka, Warszawa 1988	
	Supplementary literature	Dydaktyka historii w szkole podstawowej, pod red.J.Centkowskiego, Warszawa 1989, Między historią a edukacją historyczną, pod. Red. V. Julkowskiej, Poznań, 2003. Historia. Dydaktyka. Media, pod red. B. Tarnowskiej, Bydgoszcz 2002 J.Maternicki: Polska dydaktyka historii 1918-1939. Materiały i komentarze, Warszawa 1978 Kształcenie nauczycieli historii a cele edukacji historycznej, pod. red. A.Zieleckiego, Rzeszów 1997 A.Zielecki: Mapy w nauczaniu historii, Warszawa 1984 G.Kufit , Kształtowanie wyobrażeń i pojęć historycznych u uczniów klas początkowych, Warszawa 1980 L.Mokrzecki: Tradycje nauczania historii do końca XVI wieku, Gdańsk 1992 Tradycja i mity w edukacji historycznej w dobie reformy. Toruńskie spotkania dydaktyczne t.I, Toruń 2004 Region w edukacji historycznej. Nauka doradztwo-praktyka. Toruńskie spotkania dydaktyczne t.II, Toruń 2005 Źródła w edukacji historycznej. Nauka doradztwo-praktyka. Toruńskie spotkania dydaktyczne t.III, Toruń 2006 Muzea i archiwa w edukacji historycznej. Nauka doradztwo-praktyka. Toruńskie spotkania dydaktyczne t.IV, Toruń 2007 Polska-Europa Świat w szkolnych podręcznikach historii. Nauka doradztwo-praktyka. Toruńskie spotkania dydaktyczne t.V, Toruń 2008	
	eResources addresses		
Example issues/ example questions/ tasks being completed			

Work placement	Not applicable
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