University of Gdańsk

Subject card

Subject name and code	Introduction to the pedagogy, PG_00150614		
Field of study	Logopedics		
Date of commencement of studies	October 2025	Academic year of realisation of subject	2025/2026
Education level	uniform Master's studies	Subject group	Obligatory subject group in the field of study Humanistic-social subject group Subject group related to practical vocational preparation
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	1	Language of instruction	Polish
Semester of study	2	ECTS credits	4.0
Learning profile	practical	Assessment form	exam
Conducting unit	Division of General Pedagogy -> Institute of Education -> Faculty of Social Sciences -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr hab. Małgorzata Lewartowska-Zychowicz, prof. UG	
	Teachers	dr Szymon Dąbrowski	

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	2.0	68.0	100

Subject objectives

Introduction to pedagogy (subject of research, concepts, strategies for constructing pedagogical knowledge, relations between pedagogy and other disciplines, structure of pedagogy, paradigms).Familiarization with the basic contexts (social, cultural, political, economic) of educational practices. .Getting to know the basic concepts of the student and their consequences for constructing educational practice.Familiarization with the most important trends in contemporary pedagogy (directive, non-directive, critical, emancipatory pedagogy).

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LOGJ5_W29] He knows the most important traditional and contemporary pedagogical currents and systems, understands their historical and cultural conditions; knows the structure and functions of the education system, including care, education, assistance, goals, legal basis, organization and functioning of educational, educational and care institutions, as well as alternative forms of education.	[K_W14] The student knows the most important pedagogical directions (authoritarian pedagogy, anti-authoritarian pedagogy, critical pedagogy, emancipatory pedagogy, post-critical pedagogy) and understands their ideological assumptions and consequences for pedagogical practice	[SW4] test/exam - oral or written
	[LOGJ5_U10] He is able to apply the principles of methodology of task performance, norms (ethical, professional) of designing and conducting scientific research and the provisions of the law, in particular copyright law and related to the management of intellectual property, as well as procedures and good practices used in institutions or ventures, related to the selected sphere of speech therapy and pedagogical activity.		
	[LOGJ5_W15] Knows at an in-depth level the terminology of the social sciences (pedagogy, psychology and special education) and medical sciences relevant to the field of speech therapy. He understands its origin and knows the principles of application within related scientific disciplines.	[K_W01] The student knows the basic pedagogical concepts (education, upbringing, teaching, learning) and understands their interdisciplinary nature	[SW4] test/exam - oral or written
	[LOGJ5_U18] Using the knowledge and experience of the teaching profession, he is able to use theoretical approaches in an in-depth way to analyze, interpret and design strategies for speech therapy and pedagogical activities; he is able to generate solutions to specific problems, forecast the course of their solution and predict the consequences of planned activities for the effective implementation of speech therapy and pedagogical activities.		
	[LOGJ5_W30] Knows and understands the place of special pedagogy in the system of sciences, as well as its subject and methodological links with other scientific disciplines, knows the system of special education and sub-disciplines of special pedagogy.	[K_W02] The student knows the structure of contemporary pedagogy, distinguishes its subdisciplines and understands their connections with other scientific disciplines (psychology, sociology, philosophy, anthropology)	[SW4] test/exam - oral or written
	[LOGJ5_K06] Can independently and critically supplement knowledge and skills in medicine, social sciences and fields useful to speech therapists.		
	[LOGJ5_W28] He knows the types of social ties, different types of social structures and institutions of social life (including care and upbringing, educational, assistance), understands the regularities governing them; knows and understands the process of social integration, the problems of inclusive education, as well as ways to implement the principle of inclusion; the specifics of the functioning of students with special educational needs, including particularly gifted students.		

	Course outcome	Subject outcome	Method of verification
	[LOGJ5_U19] He is able to use theoretical knowledge from the field of special pedagogy and related disciplines to analyze and interpret the problems of life of people with disabilities, including educational, upbringing, caring, cultural and support problems, as well as the motives and patterns of human behavior, and to take practical action to eliminate differences and equalize educational opportunities for students from different backgrounds, religions and nationalities, as well as people with disabilities.		
Subject contents	1.From pedagogy to scientific disciplinemechanisms for creating common theories of educationpedagogies - social educational practicespedagogy - scientific discipline (subject of pedagogy research, pedagogical concepts, relationships between pedagogy and other disciplines, subdisciplines of pedagogy, strategies for constructing scientific knowledge about education, pedagogical paradigms)2. Contexts for constructing social educational practicesindividual/culture - cultural processes and educationindividual/ideologies - politicization and politicization of educationindividual/market - economization of social educational practices3. Educator/pupil - theories of subjectivity and social educational practiceschild as a barbarian - education as civilizationchild as potentiality - upbringing as the extraction of subjectivitychild as a subject - upbringing as supporting subjectivitychild as a subject - education as empowermentdelegitimization of education		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	100.0%
Recommended reading	Basic literature	Z.Kwieciński, Decahedron of education (in:) T.Jaworska, R.Leppert (ed.) Introduction to pedagogy, Cracow 1998;P. Berger, Th. Luckmann, Social creation of reality, Warsaw 1983;R. Miller, Socialization, upbringing, psychotherapy, Warsaw 1981;T.Pilch,T.Bauman, Principles of pedagogical research, Warsaw 2001;B.Śliwerski, Contemporary theories and trends in education, Cracow 1998;G.Gutek, Philosophical and ideological foundations of education, Gdansk 2003; J.Rutkowiak, M.Szczepska - Pustkowska, Politics and the politicization of education, (in:) J.Rutkowiak (ed.) Varieties of thinking about education, Cracow 1995;B.Śliwerski, Child pedagogy, Gdansk 2007;T.Szkudlarek, Knowledge and freedom in the pedagogy of American postmodernism, Cracow 2009;K.Blusz, Education and liberation, Cracow 2000;H.Schoenebeck, Anti-pedagogy in dialogue, Cracow 1994; M.Lewartowska - Zychowicz, Early education teacher in relations of freedom and coercion, (in:) D.Klus - Stańska, M.Szczepska - Pustkowska, Early school pedagogy, Warsaw 2009.	
	Supplementary literature	Z.Melosik,T,Szkudlarek, Culture, identity, education, Cracow 1998	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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