

Subject card

Subject name and code	History of Education, PG_00148753						
Field of study	Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Humanistic-social subject group		
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	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 purpose of studying the history of education is to familiarize students with the historical regularities of the development of education, upbringing and pedagogical thought, as well as their relationship to various aspects of human activity, considered against the background of civilizational changes and their conditions.The study of the history of education also aims to show the diversity of past educational projects and offerings and their historical context, and to demonstrate the historical sources of contemporary educational offerings.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDL3_W07] The graduate knows and understands different types of social structures and institutions of social life and understands relations between them	The student understands the historical regularities of the development of the family, school and Church and their impact on the goals and content of educational activities. effect outside the matrix	[SW4] test/exam - oral or written
	[PEDL3_U02] The graduate is able to use theoretical knowledge from the scope of pedagogy and related disciplines to formulate and solve educational problems	Students are able to analyze and interpret contemporary educational, caring, cultural and welfare problems, as well as motives and patterns of human behavior, using knowledge of the historical conditions of educational processes of education.	[SU4] test/exam - oral or written
	[PEDL3_K09] The graduate is ready to take care of achievements and traditions of the profession	The student appreciates the importance of pedagogical initiatives and activities undertaken by teachers and educators in the local environment for changing the quality of educational processes in it, and is thus ready to take care of the achievements and traditions of the profession.	[SK4] test/exam - oral or written
	[PEDL3_W11] The graduate knows and understands ; the most important traditional and contemporary trends and pedagogical systems, understands their historical and cultural conditions	The student knows the most important traditional pedagogical trends and understands the historical and cultural conditions of modern pedagogical systems	[SW4] test/exam - oral or written
	[PEDL3_K02] The graduate is ready to recognize the specifics of the local environment and to undertake cooperation for the benefit of students and this environment (in particular, he/she is ready to build proper relations in the social environment and to initiate actions for the benefit of the social environment on the basis of his/her knowledge in the field of pedagogy and related disciplines)	The student - based on the acquired knowledge of the role of extracurricular education for the preservation of the national identity of Polish society during the partitions - appreciates the importance of educational processes and pedagogical sciences for the formation of social ties in the local environment.	[SK4] test/exam - oral or written
	[PEDL3_W03] The graduate knows and understands the basis of the philosophy of upbringing and pedagogical axiology, the specificity of the main educational environments and processes taking place in them, as well as socio-cultural, historical, biological, psychological and medical bases of the upbringing and education	The student knows the historical basis of upbringing and education	[SW4] test/exam - oral or written

Subject contents	- The origins and development of the history of education in Europe and Poland in the 19th and 20th centuries. History of upbringing in the Gdansk scientific center.- At the origins of European pedagogical practice and thought: the birth of educational ideals in Ancient Greece as the beginning of pedagogy. Constancy and variability of the ideals of upbringing. The assumptions of Roman pedagogical thought. Education in Ancient Greece and Rome. Pedagogical views and activities of the Didactic activities of the sophists. Pedagogical thought of Socrates, Plato and Aristotle. The formation of the teaching profession. The organizational and curriculum of the school in the Hellenistic era.- The educational ideal and organization of education and teaching in Rome. Quintilian as a representative of Roman pedagogical thought. The origins and development of Christian pedagogical thought (St. Jerome, St. Augustine).- Educational ideals in the Middle Ages, the educational activities of Charlemagne, the origin, development and elements of the achievements of monastic schools, parochial, ecclesiastical. The birth and development of medieval universities. The influence of universities on the development of European culture.- School and teacher during the Renaissance. The development of Renaissance pedagogical thought. The influence of the Reformation and Counter-Reformation on the content of European educational ideals and on the shape and tasks of the school in the 16th and 17th centuries.- The situation of education in Poland about the Renaissance. Catholic, Reformation and Counter-Reformation education in the Republic. The origins and development of Polish pedagogical thought. A. Frycz Modrzewski and Mikołaj Rej as representatives of Polish pedagogical thought of the Renaissance period. The ideal of the landowner (the good-hearted man) and its influence on the development of education in the Republic in the 16th-17th centuries.- The decline of the education of the Republic in the second half of the 17th and the first half of the 18th centuries and related attempts at educational reform. Commission National Education: the circumstances of its formation and its achievements in the sphere of educational organization and in the programmatic layer. Educational ideals of KEN education. The influence of the KEN on the development of the teaching profession.- The development of European pedagogical thought in the 17th century (J.A. Comenius and J. Locke. J. J. Rousseau).- Educational situation of the Polish nation after the fall of the Republic: national and religious upbringing of Polish children and youth during the partition. Extracurricular education as a form of defense of Polish society against denationalization.- The development of the European folk and secondary school in the 19th century (J. H. Pestalozzi, F. Froebel). Genesis and assumptions of the "New Education" movement (J. Dewey, E. Key, M. Montessori).- The development of child care in Europe and the Polish lands in the 19th century: the idea and development of urban and rural orphanages (August Cieszkowski, B. Edmund Bojanowski). The beginnings of literature and periodicals for children (Klementyna z Tańskich Hoffmanowa and S. Jachowicz).- Reconstruction and development of education in the years of the Second Republic. Jedrzejewicz's reform. Educational ideologies of the Second Republic period. (Ideology of national, state, civic education.). The situation of Polish education during the occupation. Secret teaching.- Political and organizational framework for the development of education and upbringing in the years of the Polish People's Republic (1945 - 1989): the general characteristics of totalitarian upbringing, the goals of the policy of the educational policy of the Polish United Workers' Party (PZPR), ideologization and atheization of upbringing, organization of education and attempts to reform it.		
Prerequisites and co-requisites	General historical and social knowledge, taken by students from high school; knowledge of elementary pedagogical concepts		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	written exam with open-ended questions (tasks)	51.0%	100.0%
Recommended reading	Basic literature - Bartnicka K., Szybiak I., Zarys historii wychowania, Warsaw 2001.- Bobrowska-Nowak W., Zarys dziejów wychowania przedszkolnego w Polsce, Warsaw 1983.- Draus J., Terlecki R., History of upbringing. Academic textbook, vol. II, XIX and XX century, Cracow 2005.- Historia wychowania wiek XX, vol. I, edited by J. Miąso, Warsaw 1980.- Kot S., Historia wychowania, t. 1-2, Warsaw 1996.- Kupisiewicz C., Szkice z dziejów dydaktyki, Cracow 2010.- Litak S., History of upbringing. Academic textbook, vol. I, To the Great French Revolution, Krakow 2005.- Mauersberg S., Walczak M., Szkolnictwo polskie po drugiej wojny światowej (1944 - 1956), Warsaw 2005.- Wołoszyn S., Dzieje wychowania i myśli pedagogicznej w zarysie, Warsaw 1964.- Wołoszyn S., Nauka o wychowanie w Polsce w XX wieku, Warsaw 1998.		

	Supplementary literature	- Aries P., History of Childhood. Child and family in ancient times, Gdansk 1995.- Brodala M., Lisiecka A., Ruzikowski T., To rebuild man. Communist efforts to change mentality, Warsaw 2001.- Chmaj L., Currents and directions in pedagogy of the 20th century, Warsaw 1962.- Flandrin J. L., History of the family, Warsaw 1998.- Grzybowski R., Political priorities and elements of everyday life of the socialist school. A selection of studies devoted to the educational heritage PRL, Toruń 2013.- The Child in Family and Society. Modern history, vol. II, ed. K. Jakubiak. W. Jamrożek, Bydgoszcz 2002.- Education in conditions of enslavement and autonomy (1945 - 2009), ed. by E. Gorloff, R. Grzybowski, A. Kolakowski, Cracow 2010.- Flandrin J-L., History of the family, Warsaw 1998.- Grzybowski R., Przemiany historyczne ideałów wychowawczych, [in:] Zagadnienia celów edukacyjnych, edited by J. Rutkowiak, Gdańsk 1987.- Grzybowski R., Wyższe szkoły pedagogiczne w Polsce w latach 1946 -1956, Gdańsk 2010.- Jakubiak K., Wychowanie państwowe jako ideologia wychowcza sanacji, Bydgoszcz 1994.- Kryńska E.J., Mauersberg S., Indoctrination of schoolchildren in Poland in 1945 - 1956, Białystok 2003.- Puchowski K., Jezuićkie kolegia szlacheckie Rzeczypospolitej Obojga Narodów. Study from the history of education of the elite, Gdansk 2007.- Sośnicki K., Rozwój pedagogiki zachodniej na przełomie XIX i XX wieku, Warsaw 1967.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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