

Subject card

Subject name and code	Communication of education, PG_00148803						
Field of study	Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
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	2		Language of instruction		Polish		
Semester of study	3		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of the History of Science and Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Małgorzata Obrycka				
	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		20.0	50
Subject objectives	Developing skills in constructive, effective and informed interpersonal communication relevant to the educational process (in the perspective: teacher-student; parent-teacher; student-student).						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[PEDL3_W08] The graduate knows and understands interpersonal and social communication processes and regularities and disturbances occurring during them		K_W06 K_W08 K_W18 K_K07		[SW2] presentation/project/paper/report		
	[PEDL3_K07] The graduate is ready to participate actively in groups, organisations and institutions carrying out pedagogical actions, and to communicate with people from different backgrounds and of different emotional condition, to solve conflicts in a dialogical manner and to create good atmosphere for communication in the school classroom and beyond;		K_W06 K_W08 K_W18 K_K07		[SK8] observation of student's independent or team work		
	[PEDL3_W18] The graduate knows and understands elementary principles of designing the path of one's own profession		K_W06 K_W08 K_W18 K_K07		[SW1] oral statement/conversation/discussion		
	[PEDL3_W06] has an advanced knowledge and understanding of types of social bonds and understands the principles governing them		K_W06 K_W08 K_W18 K_K07		[SW5] implementation of a problem task		

Subject contents	1. to familiarize students with the basic concepts of communication, including communication in interpersonal and intergroup, educational, posthumanist perspectives.		
	2. to acquaint students with life attitudes relevant from the perspective of constructive versus non-constructive communication.		
	3. basics of nonverbal communication (nonverbal aspects of communication, characteristics of selected elements of nonverbal communication).		
	4. basics of verbal communication (I-Thou messages, full expression of communication and its application, for example, in teacher-student, parent-teacher relations.		
	5. importance of language in mutual communication, linguistic and extralinguistic barriers, semantic, syntactic disorders, ways to avoid/overcome language barriers.		
	6. Non-violent communication in teacher-student relations; parent-teacher, student-student.		
	7. Dealing with difficult, problematic, conflict situations through constructive messages.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Development of a communication model in education on a domestic or foreign example, presence, activity	51.0%	100.0%
Recommended reading	Basic literature	Barnard R., Torres-Guzman M., <i>Creating classroom communities of learning: international case studies and perspectives</i> , Bristol 2008.	
		Czerwiński K., Mika J., Uździcki R. (red.), <i>Zarządzanie i komunikacja społeczna w edukacji: kontekst, struktura, środowisko</i> , Toruń 2010.	
		Gabzdyl J. (red.), <i>Komunikacja w edukacji: uwarunkowania i właściwości</i> , Racibórz 2009.	
		Grzegorzczak G., Uczenie się jako nadawanie sensów i znaczeń, czyli komunikacja w edukacji spersonalizowanej w ujęciu enaktywistycznym. W: <i>Style komunikacyjne</i> , A. Knapik, A. Misior-Mroczkowska, P. Chruszczewski, W. Chłopicki (red.), Tertium, Kraków 2017, s. 133-142.	
		Łęcki K., Szóstak A., <i>Komunikacja interpersonalna w pracy socjalnej</i> , Warszawa 1996.	
		Retter H., <i>Komunikacja codzienna w pedagogice</i> , Gdańsk, 2005.	
	Supplementary literature	Gandecka K., Słowo to potęga? Komunikacja w edukacji na przestrzeni dziejów. W: <i>Komunikacja społeczna w świecie wirtualnym</i> , M. Wawrzak-Chodaczek (red.), Wydawnictwo Adam Marszałek-Institut Pedagogiki Uniwersytetu Wrocławskiego, Wrocław- Toruń 2008, s. 41-49.	
		Pyżalski J., <i>W jaki sposób możliwe były główne edukacyjne relacje w edukacji zdalnej?</i> , "Studia z Teorii Wychowania" 2021, Vol.XII (3 (36)), s. 71-82.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Zadanie: analiza i ocena samodzielnie wybranego modelu komunikacyjnego stosowanego w edukacji formalnej (modelu krajowego lub zagranicznego) w świetle płaszczyzn komunikacyjnych takich jak: fakty, relacje, ujawnianie siebie, apel.		
Work placement	Not applicable		

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