

Subject card

Subject name and code	Introduction to Pedagogy, PG_00148797						
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		
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		3.0		
Learning profile	academic		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 Sylwester Zielka				
	Teachers		dr Sylwester Zielka				
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	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
	[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	[K_W02] The student knows and understands [B.2.W3. (3)] social, cultural, ideological, political and economic conditions of education, places where educational relations arise, and the contexts of their creation; [B.2.W3] ontological, askiological and anthropological foundations of upbringing and education. [K_W03] The student understands the importance of the philosophical, political, ideological, economic, social and cultural determinants of upbringing and educational practices, and their connections with the work of a teacher educator.	[SW4] test/exam - oral or written
	[PEDL3_W12] The graduate knows and understands principles of designing and conducting research in the pedagogy, in particular research problems, methods, techniques and research tools, as well as the basic paradigmatic traditions of social research, from which derive the individual methods;	[K_W01] The student knows and understands [B.2.W1. (3)] pedagogy as a scientific discipline: the location of pedagogy in the system of sciences among the fields of social sciences and humanities; the subject of its research and connections with other disciplines of social sciences (psychology, sociology); strategies for constructing pedagogical knowledge; pedagogical paradigms, basic pedagogical concepts (including upbringing, education, education and self-education). [K_W12] The student knows the epistemological foundations of strategies for constructing knowledge about upbringing and education and understands what problems can be addressed within them.	[SW4] 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	[K_W11] The student knows [B.2.W2. (3)] basic pedagogical trends, directions and theories (authoritarian and non-authoritarian pedagogy, anti-pedagogy, critical and emancipatory pedagogy); understands [B.2.W4. (3)] the importance of criticality in educational sciences, the relationship between freedom and coercion, and between adaptation and emancipation.	[SW4] test/exam - oral or written
	[PEDL3_W02] The graduate knows and understands the role of the pedagogy in the system of sciences and its object-oriented and methodological connections with other scientific disciplines	[K_W01] The student knows and understands [B.2.W1. (3)] pedagogy as a scientific discipline: the location of pedagogy in the system of sciences among the fields of social sciences and humanities; the subject of its research and connections with other disciplines of social sciences (psychology, sociology); strategies for constructing pedagogical knowledge; pedagogical paradigms, basic pedagogical concepts (including upbringing, education, education and self-education).	[SW4] test/exam - oral or written

	<table><tr><th>Course outcome</th><th>Subject outcome</th><th>Method of verification</th></tr><tr><td>[PEDL3_W01] The graduate knows and understands the terminology used in the pedagogy and understands its sources and applications within the related scientific disciplines</td><td>[K_W01] The student knows and understands [B.2.W1. (3)] pedagogy as a scientific discipline: the location of pedagogy in the system of sciences among the fields of social sciences and humanities; the subject of its research and connections with other disciplines of social sciences (psychology, sociology); strategies for constructing pedagogical knowledge; pedagogical paradigms, basic pedagogical concepts (including upbringing, education, education and self-education).</td><td>[SW4] test/exam - oral or written</td></tr></table>	Course outcome	Subject outcome	Method of verification	[PEDL3_W01] The graduate knows and understands the terminology used in the pedagogy and understands its sources and applications within the related scientific disciplines	[K_W01] The student knows and understands [B.2.W1. (3)] pedagogy as a scientific discipline: the location of pedagogy in the system of sciences among the fields of social sciences and humanities; the subject of its research and connections with other disciplines of social sciences (psychology, sociology); strategies for constructing pedagogical knowledge; pedagogical paradigms, basic pedagogical concepts (including upbringing, education, education and self-education).	[SW4] test/exam - oral or written		
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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 of 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	<table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td></td><td>51.0%</td><td>100.0%</td></tr></table>	Subject passing criteria	Passing threshold	Percentage of the final grade		51.0%	100.0%		
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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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