

Subject card

Subject name and code	General Pedagogy, PG_00150115						
Field of study	Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Master'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	1		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 hab. Adela Kożyczkowska				
	Teachers		dr hab. Adela Kożyczkowska				
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	1. Familiarizing with the identity of pedagogy as a scientific discipline and general pedagogy as a subdiscipline of pedagogy 2. Familiarizing with the sources and methods of constructing knowledge about education 3. Familiarizing with pedagogical literature 4. Familiarizing with the language/terminology of contemporary pedagogy and its theoretical sources 5. Familiarizing with the directions of development of contemporary pedagogical reflection						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDMU2_W02] The graduate has in-depth knowledge and understanding of place of pedagogy in the system of sciences, understands its role and objective and methodological links with other disciplines	[K_W02] The student knows the ontological and epistemological conditions for creating pedagogical knowledge; understands its methodological connections with other social science disciplines;	[SW4] test/exam - oral or written
	[PEDMU2_W05] The graduate has in-depth knowledge and understanding of sub-disciplines of pedagogy, including their terminology, theory and methodology	[K_W05] The student knows the subject of general pedagogy research and understands its role as a subdiscipline of pedagogy	[SW4] test/exam - oral or written
	[PEDMU2_U02] The graduate is able to use and integrate theoretical knowledge in the field of pedagogy and related disciplines, including among others: analysing complex educational, upbringing, welfare and aid problems; work with children with special educational needs; design and implement educational and preventive programmes aimed at various recipients	[K_U02] Student is able to recognize the theoretical basis of the indicated phenomenon/fact/ educational process (the ideas and motives behind it)	[SU4] test/exam - oral or written
	[PEDMU2_W03] The graduate has in-depth knowledge and understanding of contemporary trends in the development of pedagogy, its trends and pedagogical systems, understands their historical and cultural conditions	[K_W03] The student understands the relationship between educational ideas and practices, knows the main categories of contemporary pedagogical reflection (knowledge, freedom, emancipation, identity, subject) and connects them with appropriate pedagogical theories, identifies the basic ideas underlying the main directions of contemporary pedagogy, understands the conditions contextual and dynamics of development of the main categories of contemporary pedagogical reflection;	[SW4] test/exam - oral or written
	[PEDMU2_W01] The graduate knows and has in-depth understanding of terminology used in pedagogy and its application in related disciplines	[K_W01] The student knows selected linguistic pedagogy practices, recognizes their characteristic terminology, understands its applications in social sciences;	[SW4] test/exam - oral or written
Subject contents	1. The identity of contemporary pedagogy: history of pedagogy: from educational practice through reflection on education to scientific pedagogy subject of pedagogy system of pedagogical concepts epistemological premises of pedagogical research pedagogical theories connections between pedagogy and other scientific disciplines and fields of knowledge pedagogical paradigms general pedagogy as a meta-theory of pedagogy 2. Pedagogical literature experience and cultural transmission (common theories of education) pre-scientific pedagogical reflection (pedagogical utopias, philosophical pedagogical treatises) scientific knowledge about education (scientific pedagogical literature) studying pedagogical literature - from public knowledge to personal knowledge 3. Languages of contemporary pedagogy the relationship between an entity and the way it is presented representation theory - the scientific language of pedagogy theory of interpretation - the philosophical language of pedagogy linguistic turn in pedagogy: language as a representation of reality language as a tool for communication/dialogue language as a tool for social action language as a practice of violence 4. Categories organizing contemporary reflection on education subject discursive construction of the subject Big/Powerful Subject versus Small/Weak Subject knowledge knowledge as a tool of liberation (modernist tradition) knowledge as a tool of enslavement (postmodern tradition) freedom pedagogical applications of the modernist idea of emancipation freedom as a social construct pedagogical applications of the postmodern idea of emancipation		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Exam: closed questions; open question	51.0%	100.0%
Recommended reading	Basic literature	• A. Folkierska, Question about pedagogy, Warsaw 1990; • Rationality of pedagogy, ed. T.Hejnica Bezwińska, Bydgoszcz 1995; • M.Lewartowska - Zychowicz, Between concept and category, Cracow 2001; • Varieties of thinking about education, J.Rutkowiak (ed.), Cracow 1995; • A.Męczkowska, Subject and pedagogy, Wroclaw 2006; • T.Szkudlarek, Knowledge and freedom in the pedagogy of American postmodernism, Cracow 2009;	
	Supplementary literature	• Varieties of thinking about education, J.Rutkowiak (ed.), Cracow 1995;	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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