

Subject card

Subject name and code	Picturebook for children, PG_00149383						
Field of study	Pre-school and Early School Education						
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		
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		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Philosophy of Education and Culture Studies -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Małgorzata Cackowska				
	Teachers		dr hab. Małgorzata Cackowska				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	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	15		0.0		35.0	50
Subject objectives	The aim of the course is to provide students with the opportunity to critical perception and evaluation phenomena occurring in the culture and art of contemporary Polish and world children's picturebooks and book illustrations, as well as to indicate the possibilities of using the acquired knowledge in educational practice.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PPWJ5_K02] The graduate has social competences enabling them to formulate appropriate behaviours and attitudes of children or learners, including towards culture and art	K_K07 (C.K1.) The student competently designs and implements activities aimed at axiological and aesthetic education and education in values – introducing children to the world of humanistic values and respect for humanity dignity, diversity, equality and democracy.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[PPWJ5_K07] The graduate has social competences enabling them to design and implement activities aimed at axiological education and values education - introducing children or learners to the world of values and social competences	K_K07 (C.K1.) The student competently designs and implements activities aimed at axiological and aesthetic education and education in values – introducing children to the world of humanistic values and respect for humanity dignity, diversity, equality and democracy.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[PPWJ5_W10] The graduate knows and understands to an in-depth level-He/she has advanced, structured and theoretically based knowledge of methodology of performing tasks - standards, procedures and good practices used in preschool and early school education	K_W10 (C.W1.) The student has structured and theoretically based knowledge on the topic of the methodology of working with a picturebook accurately characterizes various aspects theoretical social and cultural significance of children's books, explains cultural and social significance of picture books in various ways societies. (C. W2) The student knows the standards, procedures and good practices used in working with picturebooks in education in preschool and early school education.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[PPWJ5_U06] The graduate has the skills enabling them to identify and arouse the interests of children or learners and appropriately adapt the methods and content of education	K_U06 (C.U1.) The student identifies skillfully and effectively stimulates children's (students') interest in the richness of the form and content of picturebooks and is able to creatively adapt various methods and contents of books to children's resources, focusing on their personal and subjective nature development.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU5] implementation of a problem task
Subject contents	1. Analysis of discourses on childhood and social ideologies of education contained in picturebooks for children (professional and non-professional significant adults intermediary between the book and the child). 2. An outline of the history of the art form (analysis of childhood and discourses) and an introduction to the theory of the picture book (the relationship between image and text and possible relationships between them; the educational potential of a picture book understood as a contemporary cultural medium; visual literacy and picture reading as a picture book task. 3. Content analysis of picture books: the importance of the so-called 'difficult topics', social taboos and stereotypes, and gender representations - their exemplifications in picturebooks and searching for their educational potential for practical use in working with children. 4. Analysis of the visual and linguistic aspects of picture books: illustrations in children's books as imaginative patterns about the world and introduction to the world of art (including contemporary art); aesthetics - art and kitsch in illustrations; psychological and aesthetic tasks of contemporary children's illustration		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	videoanalysis	51.0%	80.0%
	active participation	51.0%	20.0%

Recommended reading	Basic literature	1. Cackowska M., Dymel-Trzebiatowska H., Szyłak J (red. nauk.)2017, <i>Książka obrazkowa. Wprowadzenie</i>. Instytut Kultury Popularnej, Poznan 2. Cackowska M., Dymel-Trzebiatowska H., Szyłak J (red. nauk.)2018, <i>Książka obrazkowa. Leksykon</i>, Instytut Kultury Popularnej, Poznan 3. Szuman S.(1951), <i>Ilustracja w książkach dla dzieci i młodzieży</i>. Wiedza-Zawod-Kultura 4. Cackowska M., Wincencjusz-Patyna A., (2017) <i>Polska Szkoła Książki Obrazkowej</i>, NCK, Gdańsk
	Supplementary literature	chosen chapters from: Arzipe, E., Styles, M.,(2003) <i>Children Reading Pictures. Interpreting visual texts</i>. New York London: Routledge Taylor&Francis Group Beckett S., (2012) <i>Crossover Picturebooks. A genre for All Ages</i>, New York London: Routledge, Taylor&Francis Group Haynes J., & Murris K., (2012) <i>Picturebooks, Pedagogy and Philosophy</i>, New York London: Routledge, Taylor&Francis Group Kummerling-Meibauer (2018) (eds) <i>Routledge Companion to Picturebooks</i>, New York London: Routledge, Taylor&Francis Group Nikolajeva, M., Scott, C., (2006) <i>How Picturebooks Work</i>. New York London: Routledge Taylor&Francis Group Murris, K., (2016) <i>The Posthuman Child. Educational transformation through philosophy with picturebooks</i>, New York London: Routledge, Taylor&Francis Group
	eResources addresses	
Example issues/ example questions/ tasks being completed	Creating a multimedia /film/ presentation in any program, presenting an analysis of a selected picture book, based on theoretical and practical issues related to picture books, iconotext, and relationships image and text, pedagogy, psychology, sociology, childhood studies, didactics of preschool and early school education. The target audience for the film will be adults: students of preschool and kindergarten education, early school education, teachers who will be able to enrich their knowledge about possibilities of working with a picture book in the school classroom. Presentations will be presented and discussed in the group forum. It will be necessary to keep notes regarding difficulties during the production of the film and successes in preparing the task, which will become complementary, but important commentary and reflection on one's own learning and work and will be presented in discussion. Presentation time max. 5 minutes. Work in groups max. 4 people. Criterion: content and substantive correctness of the prepared analysis.	
Work placement	Not applicable	

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