

**Subject card**

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|--|--|--|----------------|-------------------------------------|---|------------|-----|
| <b>Subject name and code</b>                       | History of Education, PG_00190065  |  |                |                                     |   |            |     |
| <b>Field of study</b>                              | Pedagogy   |  |                |                                     |   |            |     |
| <b>Date of commencement of studies</b>             | October 2026   | <b>Academic year of realisation of subject</b>           |                |                                     | 2026/2027   |            |     |
| <b>Education level</b>                             | Bachelor's studies   | <b>Subject group</b>                                     |                |                                     | Obligatory subject group in the field of study<br>Humanistic-social subject group<br>Subject group related to scientific research in the field of study |            |     |
| <b>Mode of study</b>                               | full-time studies  | <b>Mode of delivery</b>                                  |                |                                     | at the university   |            |     |
| <b>Year of study</b>                               | 1  | <b>Language of instruction</b>                           |                |                                     | Polish  |            |     |
| <b>Semester of study</b>                           | 1  | <b>ECTS credits</b>                                      |                |                                     | 2.0   |            |     |
| <b>Learning profile</b>                            | academic   | <b>Assessment form</b>                                   |                |                                     | exam  |            |     |
| <b>Conducting unit</b>                             | Faculty of Social Sciences -> Rector   |  |                |                                     |   |            |     |
| <b>Name and surname of lecturer (lecturers)</b>    | <b>Subject supervisor</b>  |  | dr Paweł Śpica |                                     |   |            |     |
|  | <b>Teachers</b>  |  |                |                                     |   |            |     |
| <b>Lesson types</b>                                | <b>Lesson type</b>   | Lecture  | Tutorial       | Laboratory                          | Project   | Seminar    | SUM |
|  | <b>Number of study hours</b>   | 30.0   | 0.0            | 0.0                                 | 0.0   | 0.0        | 30  |
|  | E-learning hours included: 0.0   |  |                |                                     |   |            |     |
| <b>Learning activity and number of study hours</b> | <b>Learning activity</b>   | Participation in didactic classes included in study plan |                | Participation in consultation hours |   | Self-study | SUM |
|  | <b>Number of study hours</b>   | 30   |                | 0.0                                 |   | 20.0       | 50  |
| <b>Subject objectives</b>                          | <p>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.</p> |  |                |                                     |   |            |     |

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| Learning outcomes               | Course outcome  | Subject outcome   | Method of verification            |
|                                 | [PEDL3_W02] Graduates have an advanced knowledge and understanding of classical and contemporary theories of human development, upbringing, care, learning and teaching or education, and their practical applications  | Graduates are familiar with theories of human development and recognize their practical value.  | [SW4] test/exam - oral or written |
|                                 | [PEDL3_K01] In terms of social skills, graduates are prepared to apply universal ethical principles and standards in their professional activities, guided by respect for every human being.  | Graduates apply universal ethical principles and standards.   | [SK4] test/exam - oral or written |
|                                 | [PEDL3_W01] Graduates have an advanced knowledge and understanding of the philosophy of education and pedagogical axiology, the history of education and the sociology of education, the specific characteristics of the main care and educational environments and the processes taking place within them  | Graduates have knowledge of the philosophy, history, and axiology of education and are able to apply this knowledge to educational processes. | [SW4] test/exam - oral or written |
| Subject contents                | <p>- 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 and organization of 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, Bl. 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.</p> |   |                                   |
| 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%                            |

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| Recommended reading  | Basic literature         | <p>- 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.</p>   |
|  | Supplementary literature | <p>- 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 wychowawcza sanacji, Bydgoszcz 1994.- Kryńska E.J., Mauersberg S., Indoctrination of schoolchildren in Poland in 1945 - 1956, Białystok 2003.- Puchowski K., Jezuickie 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.</p> |
|  | eResources addresses     |  |
| Example issues/<br>example questions/<br>tasks being completed | nie dotyczy              |  |
| Work placement   | Not applicable           |  |

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