

Subject card

Subject name and code	History of Pedagogics, PG_00150123						
Field of study	Pedagogy						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2026/2027		
Education level	Master's studies	Subject group			Obligatory subject group in the field of study Humanistic-social subject group Subject group related to scientific research 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			credit		
Conducting unit	Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Paweł Śpica				
	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		45.0	75
Subject objectives	To draw students' attention to the historical formation of pedagogy, its multiple connections with various aspects of human activity. To show the parallel formation of scientific pedagogy and various educational ideologies (pedagogies). Demonstration of the historical origins of modern pedagogical sub-disciplines and educational offerings. To acquaint with the achievements of Polish pedagogy, taking into account the scientific achievements of the Gdansk center.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDMU2_W09] The graduate has knowledge and understanding of understands the cultural determinants of educational processes	The student knows and understands the process of transition from systematization of pedagogical ideas and reflection to scientific pedagogy in Polish and European dimensions. He summarizes the history of the formation of pedagogy as a science, its genesis and ways of uneducation. It lists and describes the activities of its creators. Describes and explains the processes of development of theories of upbringing, learning and teaching and other educational processes in the historical context.	[SW4] 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	The student knows the contemporary directions of development of pedagogy, its currents and pedagogical systems, understands their historical and cultural conditions	[SW4] test/exam - oral or written
	[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	The student knows and understands the historical sources of pedagogy	[SW4] test/exam - oral or written
	[PEDMU2_K08] The graduate is willing to accept responsibility for preserving the cultural heritage of the region, country, Europe and the world.	The student is ready to preserve the heritage of Polish historical thought for pedagogy.	[SK4] 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	The student knows selected sub-disciplines of pedagogy	[SW4] test/exam - oral or written
Subject contents	<p>1. History of pedagogy as an area of research of the history of education and its historiography. 2. From pedagogical reflection and its systematization to scientific pedagogy.- The main pedagogical ideas in Western European and Polish writing at the dawn of the modern era in the 16th and 17th centuries. The output of theoretical views on teaching and family and school education of the Western European and Polish Enlightenment.-- The child, childhood and upbringing in the family as the object of interest of pedagogues of the past from the 16th to the 19th century.- Pedology as a science of the child. Stages and directions of development of Western European and Polish pedagogy in the 19th and early 20th centuries. The main theoretical and methodological orientations in the practice of scientific pedagogy (herbartism, experimental pedagogy, philosophical pedagogy, sociological pedagogy, cultural pedagogy). 3. American progressivism and the European movement of "new education" of the first half of the twentieth century - ideas, pedagogical trends and their creators. 4. Scientific pedagogy vs. educational ideologies and doctrines in the 19th and early 20th centuries (educational ideologies: utopian, liberal, conservative, nationalism, Marxism - their ideological and political connotations).- Totalitarian educational ideologies of communism and fascism.- Polish educational ideologies. 5. Genesis and formation of methodological foundations and creators of selected sub-disciplines in the history of Polish pedagogy. 6. Institutionalization of pedagogy - university chairs of pedagogy and their creators in the Second Republic. Reconstruction of science and higher education in Poland under the conditions of the ideological offensive of the late 1940s and early 1950s; the statization of Polish science Polish, the role of the Central Qualification Commission in the process of development of science and higher education during the communist years. 7. conditions for the development of Polish pedagogy after 1945: Personnel and material losses; attempts to rebuild and develop Polish pedagogy from 1945 to 1948; the crisis of pedagogical sciences in Poland from 1948 - 1956-8 Principal directions of development and achievements of pedagogical sciences in Poland after 1956. The development of pedagogical sub-disciplines;- Institutional bases for the development of socialist pedagogy in Poland after 1956.- The origins and development of pedagogy in the Gdansk scientific center: creators, scientific schools, achievements.</p>		
Prerequisites and co-requisites	No		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Oral credit including knowledge of the topics and content of lectures and readings selected by the student	51.0%	100.0%
Recommended reading	Basic literature	L.Chmaj, Prądy i kierunki w pedagogice XX wieku, Warsaw 1963.- D.Drynda, Pedagogy of the Second Polish Republic. Conditions, orientations, controversies, Katowice 1987.- G.Gutek, Philosophical and ideological bases of education, Gdansk 2003.R.Grzybowski, Beginnings and some aspects of the development of pedagogical sciences in Gdańsk after 1945 [in:] Gdańsk Pedagogical Pedigrees, ed. by E.Rodziewicz, K.Rzedzicka, E.Zalewska, Gdańsk 2004.-- Kupisiewicz C., Szkice z dziejów dydaktyki, Cracow 2010.- "Kwartalnik Pedagogiczny" 1999, no. 3-4, pp. 5-192.- Pedagogical Sciences in Poland. Tradition, contemporaneity, future, edited by S. Michalski, R. Ossowski, Bydgoszcz 1994.- S.Woloszyn, Science of upbringing in Poland in the twentieth century, Warsaw 1998.- K.Sosnicki, Development of Western pedagogy at the turn of the 19th and 20th centuries, Warsaw 1967.	
	Supplementary literature	F.Araszkiwicz, Ideały wychowawcze II Rzeczypospolitej, Warsaw 1978.- L.Grochowski, Studia z dziejów polskiej szkoły i pedagogiki lat międzywojennych w kontekście europejskim, Warsaw 1996.- R.Grzybowski, Wyższe szkoły pedagogiczne w Polsce w latach 1946 - 1956, Gdańsk 2000, Polityka naukowa w Polsce w latach 1944- 1953.- Genesis of the System, vol. I and II, Wrocław 1992.- Pedagogy. Fundamentals of upbringing sciences, vol. I, ed. B. Śliwerski, chapter I, pp. 1-78, Gdańsk 2006.- J.Kostkiewicz, Kierunki i koncepcje pedagogiki katolickiej w Polsce, 1918-1939, Kraków 2013.- J.Kujawinski, Evolution of pedagogy. From the art of upbringing to the science of human upbringing, Poznań 2013.- C.Kupisiewicz, I Wojnar (ed.), Thinkers about upbringing, Warsaw 1986.- B.Nawroczyński, Polska myśl pedagogiczna, Lwów-Warszawa 1937.- I .Pisurkiewicz, D.Stępkowski (ed.), Herbart known and unknown, Warsaw 2006.- J.Sobczak, Nowe wychowanie w polskiej pedagogice okresu II Rzeczypospolitej, Bydgoszcz 1998.	
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Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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