

Subject card

Subject name and code	Introduction to the pedagogy, PG_00195377						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026	Academic year of realisation of subject				2026/2027	
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				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. Małgorzata Lewartowska-Zychowicz				
	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	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
	[B.2.W.9] knows and understands in depth preventive activities at school: constructing class and school educational and preventive programs, promoting and protecting students' health; teacher diagnosis in the context of preventive activities; the issue of psychological and pedagogical support – legal regulations, forms and principles of providing support;	The student is familiar with the construction of classroom and school educational-preventive programs, promotion and protection of students' health; teacher diagnosis in the context of preventive actions; the issue of psychological and pedagogical assistance - legal regulations, forms and principles of providing support	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[B.2.W.13] knows and understands career counselling: the process of supporting students in designing their educational and career paths, methods and techniques for determining student potential; the importance of preparing students for self-education, working on their own development and for active participation in the labour market; the concepts of the educational and labour market, career development paths; the importance of lifelong learning	The student knows the process of assisting the student in designing the educational and professional path, methods and techniques for determining the potential of the student; the importance of preparing students for self-education, working on their own development; knows the concepts of the educational and labor market, paths of professional development; the importance of lifelong learning	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[B.2.W.12] knows and understands the purpose of care and educational work with children in kindergarten and students at school at various stages of education; the essence of the educational program; issues of health education, safety of children in kindergarten and students at school and outside them (field activities, trips); the need to protect the child's health, including mental health; the importance of education for safety and taking care of one's own and others' safety	The student knows the purpose of care and educational work with children in kindergarten and students in school at different educational stages	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[B.2.W.10] knows and understands the process of adaptation of a child in kindergarten and a student in school - the role of kindergarten, school and family; issues of school maturity, preparing a child for school and compulsory schooling	The student knows the processes of adaptation of the child in educational institutions and their role; knows the issues of school maturity, preparation of the child for school and compulsory education	[SW4] test/exam - oral or written
	[B.2.W.6] knows and understands the child's forms of activity, including learning and play; issues of developing interests, expanding autonomy and independence;	The student is familiar with the forms of activities and issues of interest development, expansion of autonomy and independence of the child	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[B.2.W.1] knows and understands pedagogy as a scientific discipline: the location of pedagogy among the fields of social sciences and humanities, scopes of pedagogy, pedagogical paradigms, basic pedagogical concepts, including upbringing, education, training and self-education	The student knows the basic pedagogical concepts (education, upbringing, training, learning) and understands their interdisciplinary nature	[SW4] test/exam - oral or written
	[B.2.U.1] Is able to recognize dangerous situations in preschool, school or educational institution	The student is able to recognize threat situations in educational institutions	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[B.2.K.2] Is ready to professionally resolve conflicts in the school classroom and educational group;	The student has the readiness to professionally resolve conflicts in the school classroom and educational group	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written

Subject contents	<p>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)</p> <p>2. Contexts for constructing social educational practicesindividual/culture - cultural processes and educationindividual/ideologies - politicization and politicization of educationindividual/market - economization of social educational practices</p> <p>3. 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</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
Recommended reading	<p>Basic literature</p> <p>Supplementary literature</p> <p>eResources addresses</p>	<p>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.</p> <p>Z.Melosik,T,Szkudlarek, Culture, identity, education, Cracow 1998</p>	<p>51.0%</p> <p>100.0%</p>
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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