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| **Module card** | | |
| I. GENERAL INFORMATION | | |
| **WITELON COLLEGIUM STATE UNIVERSITY**  **DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES** | | |
| **Field** | Pedagogy | |
| **Module title** | General pedagogy | |
| **Language of lecture** | english | |
| **ECTS points** | 5 | |
| **Preliminary conditions:** | none | |
| II. Education aims | | |
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| 1: Presentation of terminology used in pedagogy as well as its sources and applications within related disciplines scientific.  2: Presentation of extended knowledge about the place of pedagogy in the system of sciences and its subject and methodological connections with other disciplines / sub-disciplines of pedagogy  3: To provide structured knowledge about education and its historical, philosophical and socio-cultural aspect Scratch  4: Developing the ability to use basic theoretical knowledge in the field of pedagogy and related disciplines with her to analyze and interpret educational, upbringing and caring problems, cultural and supportive, as well as motives and patterns of human behavior.  5: Developing the ability to express yourself / communicate in a precise and consistent manner, both orally and in writing,  on topics related to selected pedagogical issues / problems  6: Shaping pedagogical culture and responsibility as well as in-depth reflection on the ethical dilemmas of the profession  educator and teacher and their effects | | |
| III. Education outcomes | | |
| **knowledge**   * **Defines the basics terminology used in pedagogy and desribes its soures and application within related sientific disciplines** * **Reprodues and explains the basics theories of education, their historical, philosophial and socio-cultural foundations**   **skills**   * **An analyza and interpreter educational problems and aring, cultural and supportive, as well as motives and patterns of human behawior using basic knowledge in the field of pedagogy**   **ompetitions**   * **Is aware of the pedagogical and ethical responsibility for the educational impact** | | |
| IV. EDUCATIONAL METHODS | | |
| **Assesment method: information lecture ( conventional), problem lecture, problem method, exercises** | | |
| **Student workload:** | | |
| V. MODULE TYPE AND CONTENTS | | |
| LECTURES;   * The genesis of pedagogy - the emergence and development of pedagogy as a science. * The evolution of the identity of pedagogy. * Characteristics of pedagogy as a science. Subject of research, tasks. Methodology of pedagogical cognition. Functions of pedagogy as a science of education. * Inter / sub / trans disciplinarity of pedagogy. Division of pedagogy into specific sub-disciplines. Sciences cooperating with pedagogy. * Philosophical and ideological foundations of education. * Terminology / language of pedagogy. Basic concepts of pedagogy and their understanding. Map of basic pedagogical concepts. * Educational paradigms (essence, varieties, understanding of education in the context of different paradigms).   EXERCISES:   * Colloquial and scientific understanding of education. * Component processes of education. * Pedagogical images of education. * Etymology of the concept - education. The essence of education. * Various definitions of education. * Education in the broad and narrow sense. * Classifications of the definition of upbringing. * Selected problems of contemporary pedagogy. * The role of the pedagogue / educator in contemporary society. * Contemporary pedagogical trends, trends and ideologies. | | |
| VII. ECTS POINT BALANCE SHEET - STUDENT'S WORKLOAD | | |
| **Category** | | **Student’s workload** |
| ***Contact hours*** | | **30** |
| Participation in lectures | | 14 |
| Participation in classes, workshops | | 15 |
| Exam | | 1 |
| ***Independent student’s work*** | | **95** |
| Preparation for the lecture | | 25 |
| Preparation for the classes, workshops | | 25 |
| Preparation for the test | |  |
| Preparation for the exam | | 20 |
| Preparing the project | |  |
| Preparing multimedia presentation | | 25 |
| ***Total numer of hours*** | | 125 |
| ***ECTS points*** | | 5 |
| VIII. Recommended literature | | |
| 1. *Ewolucja tożsamości pedagogiki*, (red) Kwiatkowska H., Warszawa 1994.  2. Hejnicka-Bezwińska T., *Pedagogika ogólna,* Warszawa 2008.  3. Gutek L.G., *Filozoficzne i ideologiczne podstawy edukacji,* Gdańsk 2003.  4. *Pedagogika. Tom.I,II*,(red) Kwieciński Z., Śliwerski B., Warszawa 2003, 2004.  5. *Pedagogika. Podstawy nauk o wychowaniu. Tom 1*, (red) Śliwerski B., Gdańsk 2006.  6. *Pedagogika ogólna i subdyscypliny*, (red) Turos L., Warszawa 1999.  7. Śliwerski B., *Pedagogika ogólna. Podstawowe prawidłowości,* Kraków 2012.  8. Śliwerski B., *Współczesne teorie i nurty wychowania*, Kraków 2015.  9. Szempruch J., *Nauczyciel w warunkach zmiany społecznej i kulturowej*, Kraków 2012.  10.*Wprowadzenie do pedagogiki* (red) Jaworska T., Leppert R., Kraków (1998), 2001.  11.*Wychowanie. Pojęcia. Procesy. Konteksty*, (red) Dudzikowa M., Czerepaniak-Walczak M., Gdańsk 2007. | | |
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