

			classes	during the lecture - Observation and conversation with the student during his/her analysis of the text
3.	Research methodology applicable to the social sciences	P8S_WG/3	Classes	- Preparation by the student of a presentation showing the research process in the social sciences
Skills (no.)	Student is able to			
1.	Use knowledge from the history of pedagogical thought to evaluate selected pedagogical postulates and examples of pedagogical practice occurring in the history of education and upbringing. Plan a research in the history of Polish pedagogical thought.	P8S_UW/1	Classes	- observation of student activity during text analysis - preparation by the student and presentation of a project of own research
2.	Analyse and evaluate the results of scientific research in the history of pedagogical thought, their contribution to the development of the discipline.	P8S_UW/2	Classes	- presentation by the student of the results of selected studies and presentation of their cognitive and practical value
3.	Communicate on specialized topics to a degree that enables active participation in the international scientific and professional community.	P8S_UK/1 P8S_UK/5	Classes	- Conversation with the student while analyzing texts (including foreign language texts)
4.	Disseminate the results of scientific activities, including in popular forms.	P8S_UK/2	Classes	- preparation by the student of a paper on the topic: "Opportunities to popularize the results of research and development, innovation and invention activities on a national and

				international scale".
5.	Initiate debate.	P8S_UK/3	Classes	- preparation by the student of a debate project on a selected problem from the history of Polish pedagogical thought
6.	Participate in scientific discourse devoted to problems in the history of Polish pedagogical thought.	P8S_UK/4	Classes	- Student observation during conversation and group work
Social competence (no.)	(Student) is Ready to			
1.	Critically evaluate achievements within the discipline	P8S_KK/1	Classes	Observation of student activity during classes
2.	Recognize the importance of knowledge in solving cognitive and practical problems	P8S_KK/3	Classes	Observation of student activity during classes
3.	Initiate actions in the public interest	P8S_KO/2	Classes	Observation of student activity during classes

LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
III	5	10	—	—	—	0

LEARNING METHODS

- problem-based lecture;
- classes: analysis of source texts with discussion, group work;

COURSE CONTENT

Lectures:

- Education in Poland during the Middle Ages in comparison with other European countries.
- Catholic education in Poland in the XVI-XVIII century in comparison with other European countries.
- Education of girls in Poland in the XVI-XVIII century in comparison with other European countries.
- Education in the Polish lands during the period of partitions.
- Education in the period of the Second Republic of Poland.
- Education in Poland in the post-war period.

Classes:

- Western European and Polish pedagogical thought in the period of the Renaissance (Erasmus of Rotterdam, T. Morus, J. L. Vives, S. Maritius, S. Petrycy, A. F. Modrzewski, E. Gliczner).
- Polish pedagogical thought in the Enlightenment (S. Konarski, S. Poplawski, H. Kollataj, S. Staszic).
- Polish pedagogical thought and education in the Prussian partition (B. F. Trentowski, A. Cieszkowski, K. Liebelt, E. Estkowski), Germanization of education for the Polish population.
- The pedagogy of the Warsaw positivists (H. Wernic, A. Dygasinski, S. Karpowicz, B. Prus, J. W. Dawid) and the Russification of education for the Polish population in the Russian partition.

- Galician autonomy and the activities of the National School Council.
- The main currents of pedagogy in Poland in the interwar period (H. Rowid, H. Jordan, J. Korczak, H. Radlińska, M. Grzegorzewska, Z. Mysłakowski, L. Zarzecki, K. Sosnicki).

COURSE ASSESSMENT CRITERIA

1. Lectures: attendance and active participation in the conversation held during the lecture.

2. Classes:

For a grade of 5.0

- Presentation of selected research results from the history of pedagogical thought with demonstration of their cognitive and practical values;
- preparation of a paper on the topic: "Possibilities of popularization of the results of research, development and innovation activities on a national and international scale";
- Development of a project of debate on a selected problem in the history of Polish pedagogical thought;
- Preparation of a presentation showing the research process in the social sciences;
- Preparation of a project of own research on a selected topic;
- active participation in classes.

For a grade of 4.0

- Presentation of selected research results in the field of history of pedagogical thought with showing their cognitive and practical values;
- Preparation of a presentation showing the research process in the social sciences;
- Preparation of a project of own research on a selected topic;
- active participation in class.

For a grade of 3.0

- Preparation of a project of own research on a selected topic;
- preparation of a debate project on a selected problem in the history of Polish pedagogical thought;
- active participation in classes.

TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES – NUMBER OF HOURS AND ECTS CREDITS

Activity	Number of hours
Scheduled course contact hours	15
Other contact hours involving the teacher (consultation hours, examinations)	—
Non-contact hours – student's own work (preparation for classes or examinations, project, etc.)	15
Total number of hours	30
Total number of ECTS credits	0

INSTRUCTIONAL MATERIALS

Compulsory literature:	Aries P., <i>Historia dzieciństwa. Dziecko i rodzina w dawnych czasach</i> , Gdańsk 1995. Bartnicka K., Szybiak I., <i>Zarys historii wychowania</i> , Warszawa 2001. Baszkievicz J., <i>Młodość uniwersytetu</i> , Warszawa 1963. Bobrowska-Nowak W., <i>Historia wychowania przedszkolnego</i> , Warszawa 1978. Draus J., Terlecki R., <i>Historia wychowania XIX-XX w.</i> , t. 2, Kraków 2005.
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	<p><i>Historia wychowania</i>, t. 1-2, red. Ł. Kurdybacha, Warszawa 1965-1968. <i>Historia wychowania. Wiek XX</i>, t. 1-2, red. J. Miąso, Warszawa 1980. Kiryk F., <i>Nauk przemożnych perła</i>, Kraków 1983. Krasuski J., <i>Tajne szkolnictwo polskie w okresie okupacji hitlerowskiej 1939-1945</i>, Warszawa 1977. Kurdybacha Ł., Mitera-Dobrowolska M., <i>Komisja Edukacji Narodowej</i>, Warszawa 1973 Litak S., <i>Historia wychowania do XVIII w.</i>, Kraków 2004. Marrou H. I., <i>Historia wychowania w starożytności</i>, Warszawa 1969. Mrozowska K., <i>Szkoła Rycerska Stanisława Augusta Poniatowskiego 1765-1794</i>, Wrocław – Warszawa – Kraków 1961. Szulakiewicz W., <i>Historia oświaty i wychowania w Polsce 1944-1956</i>, Kraków 2006. <i>Wkład pijarów do nauki i kultury w Polsce XVII–XIX wieku</i>, red. I. Stasiewicz-Jasiukowa, Kraków 1993. Wołoszyn S. <i>Dzieje wychowania i myśli pedagogicznej w zarysie</i>, Warszawa 1964. Wroczyński R., <i>Dzieje oświaty polskiej</i>, t. 1-2, Warszawa 1996. Z dziejów szkolnictwa jezuickiego w Polsce, opr. zb., Kraków 1994. Żołądź D., <i>Ideaty edukacyjne doby staropolskiej. Stanowe modele i potrzeby edukacyjne szesnastego i siedemnastego wieku</i>, Warszawa – Poznań 1990.</p> <p><u>Source Materials:</u> <i>Źródła do dziejów wychowania i myśli pedagogicznej</i>, t.1-3, red. S. Wołoszyn, Warszawa 1965, II wyd., Kielce 1995. <i>Historia wychowania. Wybór źródeł</i>, S. Możdzeń, t. 1-7, Kielce 1993-1998.</p>
Complementary literature:	<p>Sobczak J., <i>Nowe wychowanie w polskiej pedagogice okresu Drugiej Rzeczypospolitej (1918-1936)</i>, Bydgoszcz 1998. Wołoszyn S., <i>Nauki o wychowaniu w Polsce w XX wieku. Próba syntetycznego zarysu na tle powszechnym</i>, wyd. II, Kielce 1998. Wnęk J., <i>Dziecko w polskiej literaturze naukowej (1918-1939)</i>, Warszawa 2012. Żołądź-Strzelczyk D., <i>Dziecko w dawnej Polsce</i>, Poznań 2006.</p>