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| FACULTY: | **Faculty of Humanities** |
| FIELD OF STUDY: | **Pedagogy** |
| ERASMUS COORDINATOR OF THE FACULTY: | Dominika Liszkowska, PhD |
| E-MAIL ADDRESS OF THE COORDINATOR: | dominika.liszkowska@tu.koszalin.pl |
| COURSE TITLE: | **Pedagogical concepts and systems** |
| LECTURER’S NAME: | Lucyna Maksymowicz, PhD |
| E-MAIL ADDRESS OF THE LECTURER: | lucyna.maksymowicz@tu.koszalin.pl |
| ECTS POINTS FOR THE COURSE: | 6 |
| COURSE CODE (USOS): | 0911>1700-PiSP |
| ACADEMIC YEAR: | 2024/2025 |
| SEMESTER: (W – winter, S – summer) | W |
| HOURS IN SEMESTER: | 60 (30+30) |
| LEVEL OF THE COURSE:  (1st cycle, 2nd cycle, 3rd cycle) | 1st cycle |
| TEACHING METHOD:  (lecture, laboratory, group tutorials, seminar, other-what type?) | Lecture, multimedia presentation, laboratory |
| LANGUAGE OF INSTRUCTION: | * **English full time scheme for classes with 5 and more International Erasmus+ students enrolled/accepted;** * **English 50% individually with the teacher + Polish 50% with Polish students or individual project work- scheme for classes with less than 5 International Erasmus+ students enrolled/ accepted;** |
| ASSESSMENT METHOD:  (written exam, oral exam, class test, written reports, project work, presentation, continuous assessment, other – what type?) | Written exam; project work; |
| COURSE CONTENT: | 1.Pedagogy as a science: subject, functions, research methods; The place of pedagogy among other social sciences and humanities; The interdisciplinary and integrative nature of pedagogical knowledge;  2. Basic concepts of pedagogy: education, training, upbringing, teaching/learning; care;  3. Ambiguity of the concepts of "pedagogy": pedagogy as a science (Herbart), the subject of academic education (Pestalozzi), intellectual formation, etc.;  4. Fields of education (moral, aesthetic, sexual, patriotic education, etc.).  5. Educational systems, analysis of selected examples;  6. Selected issues in pedagogical axiology; Values as a common educational space of teacher and student;  7. The global teenager as a subject of pedagogical influences;  8. Professional competences of the pedagogue (teacher/guardian/educator); Contemporary models of being a teacher;  9. Paradigms in social sciences (humanism, interpretivism, structuralism, functionalism) Criticism of the assumptions of positivist pedagogy;  10. Selected pedagogical trends, directions and theories and their representatives (personalistic, humanistic, non-directive, anti-authoritarian, emancipatory, anti-pedagogy) – general characteristics; |
| ADDITIONAL INFORMATION: | - |

Lucyna Maksymowicz, PhD / 11.02.2024

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