

DESCRIPTION OF TRAINING PROGRAMME
FOT THE DOCTORAL SCHOOL AT THE KAZIMIERZ WIELKI UNIVERSITY

INFORMATION ON COURSE	
Course	Pedagogy
Type of classes	basic classes
Academic year	2021/2022
Class instructor	dr Justyna Sychalska-Stasiak
Number of hours	15
Forme of classes	lecture
Pass rules	credit
Language of lecture	English
Framework learning outcomes (8 PRK)	<ul style="list-style-type: none"> • knows and understands the fundamental dilemmas of modern civilisation • knows and understands to such an extent that is possible to revise existing paradigms – world heritage, including theoretical foundations, general issues and selected specific issues – specific to a scientific or artistic discipline
DETAILED DESCRIPTION OF CLASSES	
Particular learning outcomes	Methods of verifications of learning outcomes
<p>1. The student has elementary knowledge about the development and place of pedagogy in the system of science as well as about its subject and methodological aspects in relationships with other disciplines.</p> <p>2. The student knows and understands the theoretical, methodological and philosophical foundations of the pedagogy.</p> <p>3. The student uses theoretical knowledge in the field of pedagogy to observe and interpret complex educational problems.</p> <p>4. The student critically refers to the possessed scientific knowledge, and uses it to solve problems that arise in the work of the educator.</p>	<p>1. Performing individual or group tasks recommended during classes.</p> <p>2. Presentation of a selected educational problem specific for the country of students' origin.</p>
PROGRAM CONTENT IMPLEMENTED DURNING CLASSES	
<p>1. The genesis and development of pedagogy. The conditions of its creation and its place in the system of science.</p> <p>2. Scientific foundations of pedagogy. Terminology, research subject, theories and basic methodological orientations.</p> <p>3. Social sciences paradigms and the production of knowledge about education.</p> <p>4. Selected educational problems in postmodern societies. What has changed in the cultural, social and identity context of education?</p>	

5. Who is a contemporary educator? Professional development opportunities, the most important competences and skills.	
Didactic methods and eduactional techniques	Lecture, mind maps, discussion
Evaluation criteria	1. Active participation in classes. 2. Timeliness, aesthetics and substantive correctness of the presentation.
The form and conditions of passing (the form of verification of learning outcomes)	1. Attendance at the course. 2. Active participation based on the pre-reading of recommended texts and own experiences. 3. Presentation of a selected educational problem specific for the country of students' origin.
Literature	<p>Bauman, Z. (2010). <i>44 Letters from the Liquid Modern World</i>. UK: Polity.</p> <p>Beck, U., Giddens, A. & Lash, S. (2018). <i>Reflexive Modernization. Politics, Tradition and Aesthetics in the Modern Social Order</i>. Stanford: Stanford University Press.</p> <p>Best, S. & Kellner, D. (1991). <i>Postmodern Theory. Critical Interrogations</i>. New York: Guilford Press.</p> <p>Burell, G. & Morgan, G., (1979). <i>Sociological Paradigms and Organisational Analysis. Elements of the Sociology of Corporate Life</i>. Burlington: Ashgate.</p> <p>Carr, D. (1999). Professional Education and Professional Ethics. <i>Journal of Applied Philosophy</i>, no. 16, pp. 33-46.</p> <p>Cohen, L., Manion, L. & Morrison, K. (2018). <i>Research Methods in Education</i>. London and New York: Routledge.</p> <p>Dalin, P. & Rust, V. D. (1996). <i>Towards Schooling for the Twenty-First Century</i>. New York: Curriculum Intl Pub Group.</p> <p>Giddens, A. (1993). <i>New Rules of Sociological Method</i>. Stanford University Press.</p> <p>Giroux, H., A. (2004). Critical Pedagogy and the Postmodern/ Modern Divide. Towards a Pedagogy of Democratization. <i>Teacher Education Quaterly</i>, vol. 31, no. 1, pp. 31-47 [https://tiny.pl/9rdbl].</p> <p>Hinchliffe, G. (2001). Education or Pedagogy? <i>Journal of Philosophy of Education</i>, vol. 35, no. 1, pp. 31-45 [https://tiny.pl/9rdvs].</p> <p>Leach, J. & Moon, B. (2008). <i>The Power of Pedagogy</i>. Los Angeles: Sage.</p> <p>Melosik, Z. (2021). There is no end of Paradigms War in Social Sciences. A Meta-Analytical Approach. [in:] <i>Educational Studies Review</i>, vol. 1, no. 32, pp. 193-203.</p> <p>Wallerstein, I. (1996). <i>Open the Social Sciences</i>. [https://tiny.pl/9rdvb].</p>