

**A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2025 TO 2029.**

GENERAL INFORMATION ABOUT COURSE				
Course title	OPTIONAL SPECIALISED SUBJECT: History of pedagogical thought.			
Name of the unit running the course	Doctoral School at the University of Rzeszów			
Type of course (<i>obligatory, optional</i>)	optional specialised			
Year and semester of studies	year 2025/26, semester: II,			
Discipline	pedagogy			
Language of Course	Polish language/English language			
Name of Course coordinator	Prof. Roman Pelczar, PhD			
Name of Course lecturer	Prof. Roman Pelczar, PhD			
Prerequisites	Knowledge of general history.			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>The content of the programme is geared towards achieving the following objectives:</p> <ul style="list-style-type: none"> familiarising doctoral students with the development of educational thought and pedagogical practice over the centuries; showing the connections between pedagogical thought and educational issues with forms of intellectual culture, social and civilisational transformations; developing thinking in terms of continuity and development of educational trends and practices; developing cognitive competences enabling the identification and definition of the basic features of ideas, doctrines, educational thought and pedagogical theories; developing competences in the critical evaluation of existing research achievements and in drawing conclusions, as well as in designing and conducting one's own research. 				
COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
<i>Knowledge (NO.)</i>	<i>Knows and understands, expresses knowledge</i>			
P8S_WG1	He has extensive knowledge of pedagogical thought (the views and activities of selected eminent educators) from antiquity to the present day. He uses this knowledge to evaluate contemporary educational theory and practice.	P8S_WG	seminar	written examination; -observation of the doctoral student during classes
P8S_WG2	They have extensive knowledge of the main factors determining the development of pedagogical thought and its links with social and civilisational transformations.	P8S_WG	seminar	written examination; -observation of the doctoral student during classes
P8S_WG3	Knows, understands and applies the terminology appropriate to the discipline of pedagogy (in particular the	P8S_WG	seminar	written examination; -observation

	history of pedagogical thought) and related disciplines in Polish and English.			of the doctoral student during classes
P8S_WK1	Has knowledge of the impact of technical development and technology on the progress of civilisation, including the discovery of new possibilities for acquiring and systematising knowledge in the field of the history of pedagogical thought.	P8S_WK	seminar	written examination; -observation of the doctoral student during classes
Skills (no.)	Able to			
P8S_UW1	Based on interdisciplinary knowledge in the field of social sciences (including the history of pedagogical thought), they are able to solve research problems in a creative and innovative way, i.e. set research goals and objectives, formulate hypotheses, accurately select research methods, techniques and tools, and draw conclusions.	P8S_UW	seminar	written examination; -observation of the doctoral student during classes
P8S_UW2	They are able to use scientific literature to identify and solve innovative research problems in the field of the history of pedagogical thought. They are able to formulate cognitive and practical-implementation conclusions that can be used to improve pedagogical work and the functioning of the modern education system.	P8S_UW	seminar	written examination; -observation of the doctoral student during classes
P8S_UW3	Is able to use their knowledge and research experience to critically analyse and evaluate the results of scientific research in the field of the history of pedagogical thought, expert activity and other creative work and their contribution to the development of knowledge.	P8S_UW	seminar	written examination; -observation of the doctoral student during classes
P8S_UK6	Is able to design and conduct research in the field of the history of Polish pedagogical thought and actively participate in the national and international scientific and professional community, communicating in a foreign language at level B2 of the Common European Framework of Reference for Languages.	P8S_UK	seminar	written examination; -observation of the doctoral student during classes
Social competence (no.)	Ready to			
P8S_KK3	He is ready to participate in scientific discourse devoted to issues in the field of the history of pedagogical thought and the resolution of cognitive and practical problems, using his	P8S_KK	seminar	written examination; -observation of the doctoral

	knowledge.				student during classes	
LEARNING FORMAT – NUMBER OF HOURS						
Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
II	-	15 hrs.	-	-	-	2
METHODS OF INSTRUCTION						
- seminar - discussion.						
COURSE CONTENT						
<p>Seminar:</p> <p>Substantive description of the course content:</p> <p>Topic 1 – Educational thought in antiquity (Socrates, Aristotle, Plato, Seneca, Cicero, Quintilian).</p> <p>Topic 2 – Western European and Polish pedagogical thought during the Renaissance (Erasmus of Rotterdam, Thomas More, Juan Luis Vives, S. Marycius, S. Petrycy, A. F. Modrzewski, E. Gliczner).</p> <p>Topic 3 – Main trends in modern pedagogy in the 17th and 18th centuries. Pedagogical views of J. A. Comenius, J. Locke and J. J. Rousseau.</p> <p>Topic 4 – The origins and development of scientific pedagogy in the 19th century (J. H. Pestalozzi, J. F. Herbart's concept of the traditional school, H. Spencer's system of positivist education, the origins of F. Froebel's theory of preschool education).</p> <p>Topic 5 – Pedagogical thought and education in the Prussian partition (B. F. Trentowski, A. Cieszkowski, K. Liebelt, E. Estkowski, Germanisation of education for the Polish population). The pedagogy of Warsaw positivists (H. Wernic, A. Dygasiński, 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.</p> <p>Topic 6 – Representatives of the 'New Education' in Europe and the USA at the turn of the 19th and 20th centuries (C. Freinet, J. Dewey, E. Durkheim, M. Montessori).</p> <p>Topic 7 – Main trends in pedagogy in Poland in the interwar period (H. Rowid, H. Jordan, J. Korczak, H. Radlińska, M. Grzegorzewska, Z. Mysłakowski, L. Zarzecki, K. Sońnicki).</p> <p>Topic 8 – Pedagogical thought during the Polish People's Republic.</p>						
COURSE ASSESSMENT CRITERIA						
<p>The course ends with an examination after each semester.</p> <p>Examination requirements:</p> <ul style="list-style-type: none"> - written work at a level appropriate to the rank of studies level of education, taking into account all elements of a scientific text; - activity during classes; - attendance at classes. <p>Very good grade:</p> <ul style="list-style-type: none"> - very high substantive value of the written work; - very high activity and commitment during classes, - attendance at least 4/5 of the total number of classes; 						

Good plus grade:

- high substantive value of the written work;
- high level of activity during classes;
- attendance at least 4/5 of the total number of classes;

Good grade:

- satisfactory substantive value of the written work;
- satisfactory activity during classes;
- attendance at least 4/5 of the total number of classes;

Pass with distinction:

- relatively poor substantive value of written work;
- moderate level of activity during classes;
- attendance at least 3/5 of the total number of classes;

Pass:

- poor substantive value of written work;
- low level of activity during classes;
- attendance at least 3/5 of the total number of classes;

Fail:

- unacceptable substantive value of written work;
- lack of activity during classes;
- absence from more than 3/5 of the total number of 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)	1
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	44
Total number of hours	60
Total number of ECTS credits	2 ECTS

INSTRUCTIONAL MATERIALS

Compulsory literature:	<p>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. Baszkiewicz 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. <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</p>
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	<p>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. <i>Z dziejów szkolnictwa jezuickiego w Polsce</i>, 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>Materiały źródłowe:</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. Możdżeń, 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.</p>

*(1 ects credit corresponds to 25–30 hours of total workload of the doctoral student, needed to achieve the intended outcomes)

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Date and signature of the subject instructor

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Approval of the Head of the Unit or an authorized person