

Course title:	Pedagogical ideologies in the contemporary world: classics and modernity
Course title in Polish:	Ideologie pedagogiczne we współczesnym świecie: klasyka i nowoczesność
Course for discipline:	education sciences

Semester:	7	Status of course:	faculty	Language:	english
Academic year:		Catalog number:			

Coordinator of course:	dr hab. Svitlana Loboda, prof. SGGW
Lecturer od course:	dr hab. Svitlana Loboda, prof. SGGW
Executing unit:	Department of Pedagogy Institute of Sociological Sciences and Pedagogy
Ordering unit:	Doctoral School SGGW

Assumptions, goals and description of the course:	The course aims to demonstrate how national histories of pedagogy have shaped what is now called the history of world pedagogy. The history of world pedagogy is not an impersonal process; it is concrete and consists of the actions of individual nations, each with its own unique character. At the same time, however, the significance of historical events and the educational process, which seem to belong to the history of only one nation, is fully revealed only through the general history of pedagogy across humanity. Based on an analysis of the radical changes occurring in contemporary science associated with the transition from the "classical" to the "post-nonclassical" stage, issues of the relationship between science and ideology are considered, and within this analysis, the connection and interrelationship between pedagogical theories and the contemporary pedagogical ideologies that emerge from them.
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Didactic form, number of hours:	10 hours
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Teaching methods:	An individual approach combined with contextual and problem-based learning. An interactive methodological component is used: presentations, case studies, virtual tours, and distance learning.
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Limit of people in the group:	
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**Learning outcomes**

KNOWLEDGE - the graduate knows and understands:	SKILLS - the graduate is able to:	COMPETENCES - the graduate is ready to:
To the extent enabling to revise the existing paradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	Critically evaluate the achievements in the field/discipline represented
Major general development trends in the field/discipline		Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect
		Support the ethos of scientific circles and conduct independent research

The method of verification of learning outcomes:	phased work - presentation on the proposed topic; oral examination
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Form of documentation of achieved learning outcomes:	A set of exam questions with grades
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Elements and weights of the final grade:	phased work - 50%; final exam - 50%
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Place of the course:	sala dydaktyczna
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**Basic and supplementary literature**

**Basic**

- Gutek, G. L. (2013). Philosophical, ideological, and theoretical perspectives on education. Pearson.
- Harrison, G. (2023). The internet left: Ideology in the age of social media. Bristol University Press. <https://doi.org/10.51952/9781529232592>
- O'Neill, W. F. (1983). Rethinking education: Selected readings in the educational ideologies. Kendal-Hunt Publishing.
- O'Neill, W. F. (1990). Educational ideologies: Contemporary expressions of educational philosophy. Kendal-Hunt Publishing.
- Bogusław Śliwerski (2015). Contemporary theories and trends in education. Impuls.

**Supplementary**

- Bogusław Śliwerski (2015) Education (in) politics. Educational Policy. Inspirations for Educational Policy Research, Impulse.
- Bogusław Śliwerski (2011) Contemporary Pedagogical Thought. Meanings, Classifications, Research, Impulse.
- J. Szempruch, A. Cybal-Michalska, M. J. Szymański, B. Śliwerski Challenges and Dilemmas of the Socialization of Education, Cracow: 2024.
- Loboda Svitlana, Kosiorek Małgorzata: Information and communication space and pedagogical ideologies of the beginning of the 21st century: the Ukrainian aspect, Studia z Teorii Wychowania, vol. 14, no. 1 (42), 2023, pp. 117-130, DOI:10.5604/01.3001.0016.3428
- Loboda, S., Welskop, W. (2023). McDonaldization of school socialization, Transformacje, Volume XXX, Issue 4 (119), pp. 352-363. DOI: XXXXXX, ISSN: 1230-0292, e-ISSN 2719-7158

Comments:	
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Estimated number of hours of work of the doctoral student necessary to achieve the assumed learning outcomes:	10
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**Learning outcomes reference to the second degree characteristics of the National Qualification Framework (level 8) covering doctoral competences:**

Symbol:	Learning outcomes:	8 level NQF
SD1_KW01	To the extent enabling to revise the existing paradigms in the field/discipline - the world achievements, gathering theoretical background as well as general and selected detailed issues	P8S_WG

SD1_KW02	Major general development trends in the field/discipline	P8S_WG
SD1_KU05	Carry out critical assessment of the scientific research findings and expert activities and their contribution to the knowledge development in the field/discipline	P8S_UW
SD1_KK01	Critically evaluate the achievements in the field/discipline represented	P8S_KK
SD1_KK03	Recognise knowledge in solving cognitive and practical problems characteristic for the area of research (field/discipline) and in an interdisciplinary aspect	P8S_KK
SD1_KK08	Support the ethos of scientific circles and conduct independent research	P8S_KR