Module/subject fiche

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| To be completed by the Direction Team | Name of module (subject block):**BASIC SUBJECTS** | Module code: B |
| Course name: **INTRODUCTION TO PHILOSOPHY** | Subject code: B/7 |
| Name of organisational unit teaching the subject / module:**INSTITUTE OF PEDAGOGY AND LANGUAGES** |
| Name of the course: **PEDAGOGY**  |
| Name of speciality: **CARE AND EDUCATIONAL PEDAGOGY WITH PEDAGOGICAL THERAPY / CARE AND EDUCATIONAL PEDAGOGY WITH RE-SOCIALISATION OF MINORS** |
| Form of study: **STONARY** | Learning profile: **PRACTICAL** | Level of study**AND DEGREE OF TRAINING** |
| Year/semester**I/2** | Course/module status**OBLIGATORY** | Language of the course / module: **POLISH/ENGLISH** |
| Form of classes | lecture | exercises | laboratory | project | seminar | other (insert which) |
| Class size (hours) | **15** | **15** |  |  |  |  |

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| Course / module coordinator\* | Prof. Dr. Mirosław Patalon |
| Tutor\* | Prof. Dr. Mirosław Patalon |
| Learning objective of the course / module | To introduce students to the basic issues of introduction to philosophy with selected examples of historical and contemporary philosophical concepts. |
| Prerequisites | General knowledge of contemporary issues in the humanities. |

\* Changes of course coordinator and course leader are made by the Institute Director after approval by the Vice-Rector for Education. The new course coordinator and course leader confirm that they have read the content of the course charter.

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| **LEARNING OUTCOMES** |
| Learning outcome no.effect groups | Description of the learning outcome | Directional codelearning outcome |
| 01 | The student knows and understands selected philosophical concepts and understands their issues. | K\_W01 |
| 02 | The student knows and understands the main philosophical currents and concepts. | K \_W03 |
| 03 | Students will be able to compare and classify historical and contemporary philosophical concepts. | K\_U01K \_U09 |
| 04 | Students will be able to research and organise data on selected religions from a philosophical-religious angle**.** | K \_U02K \_U05K \_U06 |
| 05 | The student is willing to discuss and be open to different philosophical and religious views**.** | K\_K06 |

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| **CURRICULUM CONTENT** |
| **Lecture** |
| 1. The essence of philosophy, the subject of philosophy, divisions of philosophy, etc.
2. The concept of ontology. Basic ontological questions.
3. The quantitative and qualitative aspect of reality.
4. The existence of the world. The nature of change in the world.
5. The origin of the world. Evolutionism/creationism.
6. God in philosophy.
7. Theory of cognition.
8. A critique of cognition.
9. The issue of truth.
10. Epistemology. Essence of science, division of sciences, etc.
11. Axiology.
12. Ethics.
13. Aesthetics.
14. Policy.
15. The law of nature.

*Each lecture is followed by a discussion on the content presented.* |
| **Exercises** |
| Review and philosophical analysis of selected world faiths and religions and parareligious concepts (Catholicism, Protestantism, Orthodoxy, Judaism, Islam, Hinduism, Buddhism, Taoism, Confucianism, new religious movements, sects, magic, Satanism).*Students work in groups to prepare a project on a selected problem. Classes conducted in the form of exercises focused around thematic issues developing the need to use expert knowledge, cooperation in a group, developing the ability to analyse selected issues from the scope of contemporary philosophical concepts.* |
| **Laboratory** |
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| **Project** |
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| **Seminar** |
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| **Other** |
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| Reference literature\* | Below are the readings in Polish. The English equivalents will be provided to students at the beginning of the class.A. Anzenbacher, *Wprowadzenie do filozofii*, Kraków 2003.J. A. Majcherek, *Kultura, osoba, tożsamość. Z zagadnień filozofii i socjologii kultury*, Kraków 2009. |
| Complementary literature\* | A. Stępień, *Wstęp do filozofii*, Lublin 2008.P.K. McInerney, *Wstęp do filozofii*, Poznań 1998.J. Hartman, *Wstęp do filozofii*, Warszawa 2013.Z. Kawecki, W. Tyloch, *Wybrane problemy religioznawstwa*, Warszawa 1987. |
| Residential training methods | Conversation lecture.Auditing exercises: conversation, text analysis, discussion, presentation. |
| Training methodsusing distance learning methods and techniques | Project method using remote audiovisual techniques. |

\* Literature may be changed with the approval of the Institute Director.

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| Methods for the verification of learning outcomes | No. of learning effect/group of outcomes |
| Partial assessment: completion of the credit work - preparation of the project and its presentation in class. | 3, 4 |
| Formative assessment: on the basis of active participation in the discussion after the presentation of the project. | 5 |
| Summative assessment: Oral answer (knowledge of the issues discussed in class and the content of the readings given is necessary to pass the course). | 1, 2 |
| Forms and conditions of passing | Pass markWritten and oral colloquium on knowledge of topics covered in class.Exercises - preparation of a project and its presentation during class. |

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| **STUDENT WORKLOAD** |
| Type of activity/activities | Number of hours |
| Total | Including related activitieswith practical vocational training | Including participation in activities carried outusing distance learning methods and techniques |
| Participation in lectures | 15 | - | 5 |
| Self-study | 15 | - | - |
| Participation in audit exercisesand laboratories, workshops, seminars | 15 | 10 | 5 |
| Self-preparation for exercises | 22 | 6 | - |

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| Preparation of project / essay / etc. | 15 | 10 | - |
| Preparing for an exam/ credit | 17 | - | - |
| Participation in consultations | 1 | - | - |
| Other |  |  |  |
| **TOTAL student workload in hrs.** | 100 | 26 | 10 |
| **Number of ECTS credits for the subject** | **4** |
| Number of ECTS credits for practical activities | **1** |
| Number of ECTS credits for distance (learning by distance education methods and techniques)1 | **0,4** |
| Number of ECTS credits for activities requiring direct participation of academic staff | **1,6** |

1 In the case of practical skills classes, distance learning methods and techniques may be used in a subsidiary manner