

**Subject card**

<b>Subject name and code</b>	Education of pupils with learning difficulties, PG_00149940						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	3	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Joanna Belzyt				
	<b>Teachers</b>		dr Joanna Belzyt				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		0.0		20.0	50
<b>Subject objectives</b>	To familiarize students with the issue of working with a student with difficulties in reading and writing (dyslexia, dysgraphia, dysortography, dyscalculia), ways of recognizing difficulties and supporting the student (choosing the optimal method of learning to read depending on the predisposition of the student). To familiarize students with the problems of learning difficulties in mathematics (including: dyscalculia). To implement the design of assistance programs in cases of various types of difficulties in this area.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_K09] The graduate is prepared to set up, design and carry out pedagogical activities	The student is ready, to a deeper extent, to responsibly designing work in the field of pedagogical therapy for students of early education.	[SK6] demonstration of practical skills
	[PEDSPECJ5_W08] He/she has in-depth knowledge and understanding of the specificity of functioning of disabled persons, including students with special educational needs; he/she knows their potential, needs and limitations in the field of education, upbringing, rehabilitation, therapy and resocialisation	The student knows and understands the specific functioning of students with learning difficulties learning; knows their school situation, understands their educational needs and limitations	[SW1] oral statement/ conversation/discussion
	[PEDSPECJ5_U04] The graduate can to adjust activities to human development deficits, on the basis of knowledge on human development disorders, he/she can prepare educational and rehabilitation tasks for a disabled person and their environment	The student is able to adapt therapeutic (educational) activities to the diagnosed needs of the student, is able to develop a program of corrective-compensatory classes with regard to students with difficulties in reading and writing and mathematics.	[SU2] presentation/project/paper/report
	[PEDSPECJ5_U05] The graduate can use in-depth psychological knowledge in solving pedagogical problems, recognises various manifestations of mental disorders, uses psychological diagnosis for the purposes of teaching, upbringing and rehabilitation.	The student uses the data from the psychopedagogical diagnosis of the student for the purpose of the needs of creating therapeutic programs	[SU5] implementation of a problem task
Subject contents	Placement of corrective-compensatory classes in the system of support of a student with special educational needs. Objectives and principles of corrective-compensatory classes. Adapting exercises to the individual needs of the student - modifying ready-made methods according to the special needs of the student. Ways of therapeutic treatment in cases of learning difficulties in mathematics. The therapist's own limitations in terms of motivation, mathematical knowledge and skills. Analysis of critical events / case study of a student with learning difficulties		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Project; class discussion, problem tasks	50.0%	100.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed	nie dotyczy		
Work placement	Not applicable		

Document generated electronically. Does not require a seal or signature.