

Subject card

Subject name and code	Diagnosis in the work of a special pedagogue, PG_00149948						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	uniform Master's studies	Subject group			Obligatory subject group in the field of study		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish		
Semester of study	3	ECTS credits			4.0		
Learning profile	academic	Assessment form			exam		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Belzyt				
	Teachers		dr Joanna Belzyt				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM		
	Number of study hours	30	0.0	70.0	100		
Subject objectives	To familiarize students with pedagogical diagnosis, its basic concepts. To show the conditions of good diagnosis, errors of diagnosis and their determinants. To present the ethical principles applicable to the diagnostician. To show the specifics of the diagnostic process in relation to the work of a special educator.						
Learning outcomes	Course outcome	Subject outcome		Method of verification			
	[PEDSPECJ5_W20] He/she knows the methodology of tasks, norms, procedures and good practices used in institutions related to the sphere of activity of pedagogy and special pedagogy	The student knows the stages of the diagnostic process (in the developed and simplified diagnosis model).		[SW4] test/exam - oral or written			
	[PEDSPECJ5_K04] The graduate is ready to reflect on the work undertaken and to adhere to the principles of professional ethics	The student is ready to reflect on the necessity of ethics in the work of a diagnostic educator		[SK1] oral statement/conversation/discussion			
	[PEDSPECJ5_W15] Has in-depth knowledge of methods, techniques and data acquisition tools indispensable in designing and conducting research in pedagogy and special pedagogy; knows basic paradigmatic traditions of social and humanistic research from which particular methods originate; knows the specificity of research on persons with disabilities and persons from their environment	The student is broadly familiar with the methods, techniques and tools used in the process of diagnosis, understands the specifics of holistic diagnosis in relation to people with disabilities and their environment.		[SW4] test/exam - oral or written			

Subject contents	1) Basic concepts related to pedagogical diagnosis: diagnosis vs. diagnostic process, normalized vs. informal diagnosis, diagnostic feature and its types, situation of things and state of affairs.2) Model of pedagogical diagnosis: partial and holistic diagnosis. Aspects of holistic diagnosis: classificatory, developmental, genetic, functional, prognostic diagnosis. 3) Specifics of the diagnostic process in the work of a special educator.4) Diagnostic strategies: developed model of diagnosis and its stages, abbreviated diagnostic procedures.5) Features of a good standardized diagnosis: impartiality, accuracy, relevance, objectivity, reliability. Features of good informal diagnosis. Errors of diagnosis and their determinants.6) Psychological implications of pedagogical diagnosis - the problem of marking by diagnosis.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	exam/test	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		

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