

**Subject card**

|  |  |  |                  |                                     |  |            |     |
|--|--|--|------------------|-------------------------------------|--|------------|-----|
| <b>Subject name and code</b>                       | Pedagogics of people with sight defficiency, PG_00149951   |  |                  |                                     |  |            |     |
| <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>   | 30.0   | 0.0              | 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>                          | Familiarity with the assumptions, tasks of the thyphlopedagogy. Acquiring knowledge about the development and rehabilitation of visually impaired persons. Basics of ophthalmology. Functional consequences of visual impairment. Functional assessment as a basis for planning therapeutic measures. Familiarity with the principles of adapting educational aids for the needs of the visually impaired student. Knowledge of the system of education of persons with visual disabilities. Knowledge of the principles of adapting the environment for the needs of people with visual disabilities. |  |                  |                                     |  |            |     |

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| Learning outcomes   | Course outcome  | Subject outcome   | Method of verification  |
|   | [PEDSPECJ5_U02] The graduate can use in-depth theoretical knowledge of special pedagogy and related disciplines to analyse and interpret problems of life of persons with disabilities, including educational, upbringing, caring, cultural and support problems, as well as motives and patterns of human behaviour.   | Can use in-depth theoretical knowledge of the field of tyfopedagogy and related disciplines in order to analyze and interpret the problems of life of people with disabilities, including problems of educational, upbringing, caring, cultural and assistance, as well as motives and patterns of human behavior | [SU4] test/exam - oral or written<br>[SU5] implementation of a problem task |
|   | [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  | Is able to adjust activities to human developmental deficits, on the basis of on the basis of knowledge of human developmental disorders is able to develop educational and rehabilitation tasks for a visually impaired person and his/her environment   | [SU4] test/exam - oral or written<br>[SU5] implementation of a problem task |
|   | [PEDSPECJ5_W16] He/she knows various sub-disciplines of pedagogy and special pedagogy, including terminology, theory and methodology, extended and oriented towards practical applications.   | is familiar with the sub-discipline of the field of tyfopedagogy, its terminology, theory and methodology, expanded and focused on practical applications   | [SW4] test/exam - oral or written   |
| [PEDSPECJ5_K03] The graduate is ready to undertake pedagogical activities in the social environment and professional challenges; is ready to accept responsibility for the implementation of individual and team professional activities for a person with disabilities | Is ready to undertake pedagogical activities in the community social environment of people with visual disabilities; is ready to take responsibility for the implementation of individual and team activities professional activities for a person with visual impairment   | [SK4] test/exam - oral or written<br>[SK5] implementation of a problem task   |   |
| Subject contents  | goals, tasks, principles of tyfopedagogydefinitions of blindness and low vision in medical, psychological, pedagogical and functional terms<br>the process of vision development<br>the causes of visual disability and the consequences resulting from damage to the visual analyzer, their importance for the student and teacher<br>model of visual functioningfunctional assessment of vision<br>planning of therapeutic measures<br>the system of education of people with visual disabilities<br>principles of adaptation of educational aids for the needs of a student with visual impairment<br>basics of methodology of teaching people with visual impairmentneeds and opportunities of visually impaired persons<br>compensation in education and rehabilitation of visually impaired persons |   |   |
| Prerequisites and co-requisites   |   |   |   |
| Assessment methods and criteria   | Subject passing criteria  | Passing threshold   | Percentage of the final grade   |
|   | exam/problem-based colloquium   | 50.0%   | 100.0%  |
| Recommended reading   | Basic literature  | nie dotyczy   |   |
|   | Supplementary literature  | nie dotyczy   |   |
|   | eResources addresses  |   |   |
| Example issues/<br>example questions/<br>tasks being completed  | nie dotyczy   |   |   |
| Work placement  | Not applicable  |   |   |

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