

**Subject card**

<b>Subject name and code</b>	Methodology of education in diverse groups in early education, PG_00149970						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<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>	3	<b>Language of instruction</b>			Polish polish		
<b>Semester of study</b>	5	<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 Marta Jurczyk				
	<b>Teachers</b>						
<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>	Acquaintance with the basic theoretical and practical trends in early school pedagogy. Raising awareness of the relationship between developmental psychology and instructional design. To familiarize students with the pedagogical and psychological conditions, content and methods of Polish, mathematical, natural and experimental education in diverse groups in younger grades.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_W12] He/she knows and understands how to identify, diagnose and document (using information processing tools) the special needs of people with disabilities	W12 knows and understands ways of identifying, diagnosing and documenting (using information processing tools) the special needs of students with special educational needs in diverse groups at the stage of early education	[SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
	[PEDSPECJ5_K09] The graduate is prepared to set up, design and carry out pedagogical activities	K09 is ready in-depth for responsible preparation, design and implementation of pedagogical activities at the first stage of education in diverse groups	[SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work
	[PEDSPECJ5_K05] The graduate is ready, to a deeper extent, to undertake actions for the autonomy and subjectivity of a disabled person; understands the essence and need of integration of a disabled person; is ready to present pro-inclusion attitudes; appreciates the importance of normalisation processes in the environment of disabled people.	K05 is ready to take in-depth actions for the subjectivity of students with special educational needs in diverse groups, understands the essence and need for inclusion, is ready to present pro-inclusive attitudes, appreciates the importance of normalization processes in the environment of students with special educational needs at the stage of early education	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task
	[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	W08 knows and understands the specific functioning of students with special educational needs in diverse groups at the stage of early education; knows their potential, needs and limitations in the field of Polish, mathematical and natural science education	[SW2] presentation/project/paper/ report [SW5] 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	U04 is able to adapt activities to human development deficits and, based on them, is able to develop educational tasks at the first stage of education in the field of Polish, mathematical or natural science education	[SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work
	[PEDSPECJ5_U06] The graduate can observe, recognize and explain didactic situations connected with the process of education of persons with special educational needs, he/she is prepared to conduct didactic activities with persons with disabilities, he/she is prepared to provide community support and counselling to persons with disabilities and their families	U06 is able to observe, recognize and explain teaching situations related to the process of educating students with special educational needs in differentiated groups at the stage of early education, is prepared to conduct teaching activities in these groups	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[PEDSPECJ5_U18] The graduate can undertake practical pedagogical actions, adequate to his/her specialisation, allowing for elimination of differences between the disabled and non-disabled persons, including teaching disabled and non-disabled students, equalising educational opportunities for students coming from various environments, religions and nationalities.	U18 is able to undertake practical pedagogical activities that help eliminate differences in groups of students from diverse educational, cultural, religious or ethnic backgrounds	[SU2] presentation/project/paper/ report [SU6] demonstration of practical skills

Subject contents	<ol style="list-style-type: none"> <li>Contemporary methods of learning reading and writing (including alternative ones); critical analysis of contemporary textbooks, designing multi-level tasks in the field of reading and writing skills. Language education: vocabulary, phraseology and syntactic exercises; speaking at school; teaching spelling. Literary education: working with texts; reading in younger grades.</li> <li>Methodology of supporting the development of mental activities important for learning mathematics through fun, games and task situations. The role of manipulation of objects and activities on substitute sets. Methodological course of action in developing numerical concepts and accounting skills. Developing mathematical skills needed in real life situations. Educational games. Methods and strategies for solving standard and problem-based text tasks.</li> <li>Understanding and examining simple natural phenomena. Child observation and research workshop. Organization of the learning environment in the classroom. The natural environment as an object of knowledge. Types and importance of trips. Natural issues as centers of knowledge integration. Developing the child's ability to observe and analyze natural phenomena.</li> <li>Planning teaching and educational work in a diverse group at the first educational stage. Formulating educational goals. Designing educational situations. The research process in early childhood education.</li> <li>Textbooks, educational packages and teaching aids. Educational applications of media and information technology in working with children. Assessment at the first stage of education in diverse groups.</li> <li>Assessment of a child's school readiness. Children's social and emotional problems related to the start of school and ways of solving them in cooperation with parents, including children with special and specific educational problems in diverse groups.</li> </ol>											
Prerequisites and co-requisites	Positive grade in the subjects: Developmental psychology and Psychological foundations of education and upbringing											
Assessment methods and criteria	<table border="1" data-bbox="448 620 1487 725"> <thead> <tr> <th data-bbox="448 620 794 656">Subject passing criteria</th> <th data-bbox="794 620 1141 656">Passing threshold</th> <th data-bbox="1141 620 1487 656">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 656 794 692">Final project</td> <td data-bbox="794 656 1141 692">51.0%</td> <td data-bbox="1141 656 1487 692">80.0%</td> </tr> <tr> <td data-bbox="448 692 794 725">Activity in class</td> <td data-bbox="794 692 1141 725">51.0%</td> <td data-bbox="1141 692 1487 725">20.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Final project	51.0%	80.0%	Activity in class	51.0%	20.0%
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Final project	51.0%	80.0%										
Activity in class	51.0%	20.0%										
Recommended reading	Basic literature	A.1. used during classes: Klus-Stańska D., Nowicka M., (2005), The senses and nonsense of early school education, Warsaw, WSiP Człakowska D., (2004), Methodology of Polish language education for children at early school age, Kraków Żyto M. (2010), Let's let children speak and write: in the context of testing the language skills of third graders, Central Examination Board Gruszczyk-Kolczyńska E., Zielińska E., (2007), Children's mathematics, WSiP, Ed. IV, Warsaw Klus-Stańska D., Dągiel M. (ed) (1999), Polish language education at the crossroads, Olsztyn Wasilewska A., (ed) (2007), Child-texts-meanings. Educational and development contexts, Gdańsk Dąbrowski M., (2007), Let children think, Warsaw										
	Supplementary literature	A.2. for independent student work Kalinowska A., (2010), Problem-based mathematical tasks in primary grades - between personal knowledge and its formalization, Kraków Klus-Stańska D. Kalinowska A., (2004), Developing mathematical thinking in younger students, Warsaw Komorowska-Zielony A. (ed), (2008), Creative natural and mathematical activities in early school education, Gdańsk Dylak S., (1998), Natural reasoning and communication of the youngest, Warsaw Helm J. H., Katz L. G (2003), Little researchers. Project method in elementary education, Warsaw										
	eResources addresses											
Example issues/ example questions/ tasks being completed	Not applicable											
Work placement	Not applicable											

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