

**Subject card**

<b>Subject name and code</b>	Methodology of education in diverse groups in early education, PG_00149975						
<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>			exam		
<b>Conducting unit</b>	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<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>	20.0	0.0	0.0	0.0	0.0	20
	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>	20		0.0		30.0	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.						
<b>Learning outcomes</b>	<b>Course outcome</b>		<b>Subject outcome</b>			<b>Method of verification</b>	
	[PESPECJ5_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			[SW4] test/exam - oral or written	
	[PESPECJ5_W12] He/she knows and understands how to identify, diagnose and document (using information processing tools) the special needs of people with disabilities		262 / 5 000 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			[SW4] test/exam - oral or written	

Subject contents	Foundations of younger student development and its relationship to instructional design. School maturity. Concept, ingredients, diagnosis. Controversies. Early Polish language education strategies, difficulties and overcoming them. Models of theories explaining the acquisition of language competences (behavioral, innate, interactional) and the resulting consequences for education. Initial learning to read and write: physiological and psychological bases of the reading and writing process. Early mathematics education strategies, difficulties and overcoming them. Developing maturity to learn mathematics at school. Functional teaching of mathematics. Problematising mathematical educational situations at school. Reasons for math failure. Constructing knowledge of animate and inanimate nature in conditions of cooperation and problem solving. The natural environment as an object of knowledge. Integration of content and knowledge in primary teaching in diverse groups theoretical and implementation misunderstandings		
Prerequisites and co-requisites	Positive grade in the subjects: Developmental psychology and Psychological foundations of education and upbringing		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written exam	51.0%	100.0%
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 Czelakowska 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., Dagiel 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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