

Subject card

Subject name and code	Methodology of teaching children with mild intellectual disability in inclusive education, PG_00149979						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2026/2027		
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	3	Language of instruction			Polish polish		
Semester of study	6	ECTS credits			2.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Jurczyk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	20.0	0.0	0.0	0.0	0.0	20
	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	20		0.0		30.0	50
Subject objectives	The aim of the course is to provide material for understanding the specifics of learning of a student with mild intellectual disabilities in inclusive education; the specifics of school work with this student (with attention to the methodology of work at the first educational stage); to inspire students to search for ways of work; to form a reflective attitude towards educational activities with a student with mild intellectual disabilities in inclusive education Translated with DeepL.com (free version)						

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 how to identify, diagnose, and document (using information processing tools) the special educational needs of students with mild intellectual disabilities, taking into account the specifics of fuccial diagnosis	[SW4] test/exam - oral or written
	[PEDSPECJ5_U06] The graduate can observe, recognise 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 people with special educational needs, is prepared to conduct teaching activities with students with mild intellectual disabilities in inclusive education	[SU4] test/exam - oral or written
	[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 specificity of the functioning of people with mild disabilities, including students with special educational needs; knows their potential, needs and limitations in terms of inclusive education	[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	U04 is able to adapt activities to the developmental deficits of a student with special educational needs with mild intellectual disabilities, in inclusive education , on the basis of knowledge of human developmental disorders is able to develop educational tasks	[SU4] test/exam - oral or written	
Subject contents	<p>A. Problems of the lecture:Diagnosis and programming of work: educational sensitivity of children with intellectual disabilities, as a premise for planning work; core curriculum in planning the work of students.Methodological solutions in individual educational areas: polonistic, mathematical and social-natural education. Factors determining the school success of a student with mild intellectual disabilities in learning Polish; factors determining the school success of a student with mild intellectual disabilities in learning mathematics. The core curriculum and the capabilities of the student; selected activating methods and the development of students' competencies; practical solutions for testing student achievement.Educational goals vs. solutions for working with a student with mild intellectual disabilities at the first educational stage (with the Method of Work Centers) and lesson work at the second and third educational stages.Student and teacher mistakes as a source of teacher reflection.</p>		
Prerequisites and co-requisites	Course credit: Fundamentals of special pedagogy		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written exam	51.0%	100.0%

Recommended reading	Basic literature	<p>A. Literature required for final course credit (passing the exam):</p> <p>A.1. used during the class</p> <p>Sadowska S. (ed.), Teaching students with mild intellectual disabilities. Selected problems of theory and practice. Educational Publishing House, ed. Educational Publishing House Akapit, Toruń 2006, pp. 75-164; 165-252; 253-298.</p> <p>Wyczesany J., Mikrut A., Kształcenie zintegrowane dzieci o specjalnych potrzebach edukacyjnych, Wyd. AP, Kraków 2002.</p> <p>Mikrut A., Elementy metodyki nauczania początkowego dzieci upośledzonych umysłowo. Wyd. Naukowe AP, Kraków 2000.</p> <p>Pasternak E., Selected issues from the methodology of teaching in the higher grades of special elementary school for mentally retarded children in the light degree, Wyd. UMCS, Lublin 1991.</p> <p>Pasternak E., Materials from the methodology of education of mentally retarded in light degree. Wyd. UMCS, Lublin 1994.</p> <p>Kosakowski C. (ed.) Teaching and upbringing of people with mild mental retardation. Torun 2001; pp.139-287.</p> <p>Glodkowska J., Getting to know a special school student. Educational sensitivity of children with mild mental retardation. Diagnosis and interpretation, WSiP Publishing House, Warsaw 1999.</p> <p>Gruszczczyk-Kolczyńska E., Children with specific difficulties in learning mathematics. Przyczyna, diagnoza, zajęcia korekcyjno-wyrównawcze, WSiP, Warszawa 1994, p.13-132.</p> <p>A.2. studied independently by the student</p> <p>Curriculum basis for general education. MEN</p> <p>Glodkowska J., Getting to know a student of the first grade of a special school. Wrażliwość edukacyjna dzieci upośledzonych umysłowo w stopniu lekkim. Diagnosis and interpretation, WSiP Publishing House, Warsaw 1999 (Student cognition sheet - appendix).</p> <p>Witkowski T., PAC and PAS methods in social revalidation of mentally retarded persons, COM MEN, Warsaw 1988.</p> <p>Witkowski T., To raise the level of social functioning of persons with mental retardation, FŚCEDs, Lublin, 1997 (PAC -2 and PAS tool - appendix).</p> <p>Bogdanowicz M., Method of Good Start, WSiP Warsaw 1999, chapter. 2.</p> <p>Bogdanowicz M., The Method of Good Start. Scale for evaluating the effectiveness of the Method of Good Start, Harmonia Publishing House, Gdańsk 2006.</p> <p>Glodkowska J., Let's help a child with mental retardation to experience space. Spatial orientation in theory, diagnosis and child development, WSPS Publishing House, Warsaw 2000; part III and IV.</p> <p>Gruszczczyk - Kolczyńska E., Zielińska E., Dziecięca matematyka. A book for parents and teachers, WSiP Publishing House, Warsaw 1997, p.31-125.</p> <p>Montessori M., Discovering the child, chapter 3, 10, 11.</p> <p>Kosińska A., Polak A., Żliżka D., I teach with the method of work centers. Supporting materials for teachers. WSiP, Warsaw 1999, pp. 5-154.</p> <p>Tkaczyk G., Methodology of teaching and initial upbringing in special school, UMCS Publishing House, Lublin 1996.</p> <p>Tkaczyk G., Serafin T. (ed.), Methodical guide for teachers educating students with mental retardation of light degree</p>
	Supplementary literature	<p>B. Supplementary literature</p> <p>Kwas L., IPET for a student with mild handicap in junior high school, (ORE Good Practice Bank).</p> <p>Balachowicz J., Paluszewski J. (ed.), Language skills of children with mental retardation to a light degree, WSPS Publishing House, Warsaw 1995.</p> <p>Bortnowski S., How to teach poetry, Warsaw 1998.</p> <p>Bortnowski S., Zdziwienia polonistyczne czyli o sztuce na lekcjach polskiego, Warsaw 2003.</p> <p>Gruszczczyk - Kolczyńska E., Zielińska E., Dziecięca matematyka. Metodyka i scenariusze zajęć z sześciolatkami w przedszkolu, w szkole i w placach integracyjnych, wyd. WSiP, Warszawa 2000.</p> <p>Siwek H., Activity-based teaching of mathematics. WSiP, Warsaw 1998.</p> <p>Siwek H., Mathematical abilities of special school students, WSiP publishing house, Warsaw 1996, pp.7-14; 131-152.</p> <p>Sapeta J., Method of automated counting based on the arrangement of numbers on stakes, publisher OW Impuls, Cracow 2003.</p> <p>Gruszczczyk-Kolczyńska E., Zielińska E., Wspomaganie rozwoju umysłowego czterolatków i pięciolatków, wyd. WSiP, Warsaw 2004, p.79-279.</p> <p>Klus-Stańska D., Nowicka M., Senses and non-senses of early school education WSiP, Warsaw 2005.</p> <p>Taraszkiewicz M., How to teach even better. School full of people, Wyd. szkolne Arka, Poznań 2001.</p> <p>Kowalik-Olubińska M., W. Świętek, Uczymy inaczej. Integrated teaching in lower grades, Wyd. Adam Marszałek, Toruń 1999.</p> <p>Tkaczyk G. (ed.) Wybrane zagadnienia z metodyki nauczania i wychowania upośledzonych umysłowo. Lublin 1997.</p> <p>Gajdzica Z., Textbook in the process of education uc</p>

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Example issues/ example questions/ tasks being completed	Not applicable	
Work placement	Not applicable	

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