

Subject card

Subject name and code	Methodology of teaching children with mild intellectual disability in inclusive education, PG_00149980						
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			credit		
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	0.0	50.0	0.0	0.0	0.0	50
	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	50		0.0		10.0	60
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						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDSPECJ5_W05] He/she knows and understands in an in-depth way theories of human development in the life cycle both in a biological, biomedical, psychological and social aspect, and in the context of a person's subjectivity in the educational, social and cultural area	W05 knows and understands the theories of human development and specifics of functioning of intellectual disability of light degree in different spheres (cognitive, social, emotional) in the life cycle both in biological, biomedical and psychological and social aspects, as well as in the context of its subjectivity in the educational, social and cultural area	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[PEDSPECJ5_U05] The graduate can use in-depth psychological knowledge in solving pedagogical problems, recognises various manifestations of mental disorders, uses psychological diagnosis for the purposes of teaching, upbringing and rehabilitation.	U05 is able to use in-depth psychological knowledge in solving pedagogical problems of students with mild intellectual disabilities, recognizes various manifestations of difficulties related to the specificity of mild disabilities, uses psychological diagnosis for the needs of teaching, upbringing and rehabilitation	[SU1] oral statement/conversation/ discussion [SU6] demonstration of practical skills
	[PEDSPECJ5_K04] The graduate is ready to reflect on the work undertaken and to adhere to the principles of professional ethics	K04 is ready to reflect on actions for the inclusion of students with mild intellectual disabilities and to follow the principles of professional ethics	[SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work
	[PEDSPECJ5_U03] He/she can use theoretical approaches in an in-depth way in order to analyse motives and patterns of human behaviour, he/she can diagnose situations excluding and integrating a disabled person, he/she can analyse normalisation and integration activities in the environment	U03 is able to use in-depth theoretical approaches to analyze difficulties of students with mild intellectual disabilities and their behavior, is able to diagnose exclusionary and integrative situations of these students, is able to analyze normalization and integration activities in the environment	[SU1] oral statement/conversation/ discussion [SU8] observation of student's independent or team work
	[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	[SW2] presentation/project/paper/ report [SW5] implementation of a problem task
	[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 in depth to take action for the autonomy and subjectivity of the student with mild intellectual disabilities in inclusive education, is ready to present pro-inclusion attitudes	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report

Subject contents	<p>Problems of exercises: 1. Examples of diagnostic tools in teaching work with students with mild intellectual disabilities; technical aids and teaching resources that teachers and students with intellectual disabilities can use; Individual Educational and Therapeutic Program (IPET) for a student with mild intellectual disabilities; operationalization of educational and therapeutic goals as a necessary procedure in designing activities for a student with mild intellectual disabilities. 2. the Method of Work Centers as an example of integrated teaching and as a proposal for organizing work with students with intellectual disabilities at the first stage of their education; the lesson as a solution for work at the second and third educational stages. 3. Detailed aspects of methodological solutions in the area of socio-natural education: excursion in the implementation of the tasks of the first educational stage; activation methods in socio-natural education (the possibility of using the method of projects in working with children). The method of work centers and social-natural education. 4. development of artistic creativity, creative activity of the child in the field of music - the main pedagogical concepts of developing this activity, proposals and examples of creative tasks. Expression in the method of work centers. 5. Detailed aspects of methodological solutions in the field of polonics education: formation of writing, reading and speaking skills - examples and proposals for exercises. Freinet's techniques in working with a student with intellectual disabilities. The Method of Good Start and its applicability in classroom work and individual revalidation. The method of work centers and Polish language education. 6. Detailed aspects of methodical solutions in the area of mathematics education: formation of spatial concepts; size concepts; classification skills, time concepts, the concept of natural number - examples and proposals for exercises depending on the development of student competence. The concept of Children's mathematics and its usefulness in working with a student with mild intellectual disabilities. The method of work centers and the formation of mathematical concepts. 7. Methods of educational work, methods of developing the social competence of a student with mild intellectual disabilities.</p>														
Prerequisites and co-requisites	Course credit: Fundamentals of special pedagogy														
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="453 882 794 913">Subject passing criteria</th> <th data-bbox="799 882 1141 913">Passing threshold</th> <th data-bbox="1145 882 1473 913">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 913 794 945">Project IPET</td> <td data-bbox="799 913 1141 945">51.0%</td> <td data-bbox="1145 913 1473 945">70.0%</td> </tr> <tr> <td data-bbox="453 945 794 976">Project class MOP</td> <td data-bbox="799 945 1141 976">51.0%</td> <td data-bbox="1145 945 1473 976">20.0%</td> </tr> <tr> <td data-bbox="453 976 794 1008">Activity in class</td> <td data-bbox="799 976 1141 1008">51.0%</td> <td data-bbox="1145 976 1473 1008">10.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Project IPET	51.0%	70.0%	Project class MOP	51.0%	20.0%	Activity in class	51.0%	10.0%
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Recommended reading	Basic literature	<p>A. Literature required for final course credit: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, Wyczesany J., Mikrut A., Kształcenie zintegrowane dzieci o specjalnych potrzebach edukacyjnych, Wyd. AP, Kraków 2002. Mikrut A., Elementy metodyki nauczania początkowego dzieci upośledzonych umysłowo. Wyd. Naukowe AP, Kraków 2000. 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. Pasternak E., Materials from the methodology of education of mentally retarded in light degree. Wyd. UMCS, Lublin 1994. Kosakowski C. (ed.) Teaching and upbringing of people with mild mental retardation. Toruń 2001; pp.139-287, Głodkowska J., Getting to know a special school student. Educational sensitivity of children with mild mental retardation. Diagnosis and interpretation, WSiP Publishing House, Warsaw 1999. Gruszczyk-Kolczyńska E., Children with specific difficulties in learning mathematics. Przyczyna, diagnoza, zajęcia korekcyjno-wyrównawcze, WSiP, Warszawa 1994, p.13-132.</p> <p>Cieszyńska-Rożek J. (2023), Symultaniczno-sekwencyjna nauka czytania 20 lat później, Wydawnictwo Metody Krakowskiej, Kraków. Cichocka-Segiet K., Mostowski P., Rutkowski P. (2019), Uniwersalne projektowanie zajęć jako droga do zaspokajania zroznicowanych potrzeb edukacyjnych [w:] Chrzanowska I., Szumski G. (red.), Edukacja włączająca w przedszkolu i szkole, Wydawnictwo FRSE, Warszawa. Gruszczyk-Kolczyńska E. (2015), Dziecięca matematyka: dwadzieścia lat później: książka dla rodziców i nauczycieli starszych przedszkolaków, Bliżej Przedszkola, Warszawa. Krause, A. (2020). Paradygmaty dydaktyki i ich implikacje dla pedagogiki specjalnej odstęp drugą. Niepełnosprawność. Dyskursy Pedagogiki Specjalnej, (40), 5769. Sadowska S. (2019), Kształcenie na pierwszym etapie edukacyjnym jako problem pedagogiki specjalnej wielogłos prac pedagogicznych i nauczycielskich koncepcji kształcenia z reformą w tle [w:] Janiszewska-Nieścioruk Z., Mróz A., Gembara U. (red.), (Nie)Nowe problemy rozwoju, edukacji i rehabilitacji osób z niepełnosprawnością intelektualną. Uniwersytet Zielonogórski, Zielona Góra. Skura M., Lisicki M. (2018), 101 zabaw z klockami. Nauka matematyki poprzez zabawę. Podręcznik dla rodziców i nauczycieli, Helion, Gliwice.</p>
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	Supplementary literature	<p>Supplementary literatureKwas L., IPET for a student with mild handicap in junior high school, (ORE Good Practice Bank).Balachowicz J., Paluszewski J. (ed.), Language skills of children with mental retardation to a light degree, WSPS Publishing House, Warsaw 1995.Bortnowski S., How to teach poetry, Warsaw 1998.Bortnowski S., Zdziwienia polonistyczne czyli o sztuce na lekcjach polskiego, Warsaw 2003.Gruszczuk - Kolczyńska E., Zielińska E., Dziecięca matematyka. Metodyka i scenariusze zajęć z sześciolatkami w przedszkolu, w szkole i w placach integracyjnych, wyd. WSiP, Warszawa 2000.Siwiek H., Activity-based teaching of mathematics. WSiP, Warsaw 1998.Siwiek H., Mathematical abilities of special school students, WSiP publishing house, Warsaw 1996, pp.7-14; 131-152,Sapeta J., Method of automated counting based on the arrangement of numbers on stakes, publisher OW Impuls, Cracow 2003.Gruszczuk-Kolczyńska E., Zielińska E., Wspomaganie rozwoju umysłowego czterolatków i pięciolatków, wyd. WSiP, Warsaw 2004, p.79-279.Klus-Stańska D., Nowicka M., Senses and non-senses of early school education WSiP, Warsaw 2005.Taraszkiewicz M., How to teach even better. School full of people, Wyd. szkolne Arka, Poznań 2001.</p> <p>Borowska, B. (2015). Glottodydaktyka ojczystojęzyczna jako innowacyjna metoda nauki czytania i pisanie. [w:] I. Bundza, J. Kowalewski, A. Krawczuk, O. Śliwiński, Język polski i polonistyka w Europie Wschodniej: przeszłość i współczesność. Inkos, Kijów.Chimicz, D., & Prokopiak, A. (2021). Koncepcja projektowania uniwersalnego w edukacji. Szkoła Specjalna, LXXXII(1), 28-38.Knopik T., Papuda-Dolińska B., Wiejak K., Krasowicz-KupisG. (2021). Projektowanie uniwersalne jako perspektywa metodyczna edukacji włączającej. Niepełnosprawność. Dyskursy pedagogiki specjalnej, 42, s. 5368.Marek-Ruka M. (2010), Metoda ośrodków pracy źródła, założenia realizacja [w:] Głodkowska J. (red.), Dydaktyka specjalna w przygotowaniu do kształcenia uczniów ze specjalnymi potrzebami edukacyjnymi. Wydawnictwo Naukowe PWN, Warszawa.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed	Not applicable	
Work placement	Not applicable	

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