

Subject card

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|--|--|--|------------------|-------------------------------------|---------|--|-----|
| Subject name and code | Internship, PG_00150023 | | | | | | |
| Field of study | Special Pedagogy | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | | 2028/2029 | |
| 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 | 5 | Language of instruction | | | | Polish | |
| Semester of study | 9 | ECTS credits | | | | 3.0 | |
| Learning profile | academic | Assessment form | | | | credit | |
| Conducting unit | | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Joanna Belzyt | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 60.0 | 0.0 | 0.0 | 0.0 | 60 |
| | 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 | 60 | | 0.0 | | 30.0 | 90 |
| Subject objectives | <p>Getting acquainted with the specifics of the workshop of a special educator within the specialty in the institutions appropriate to it,</p> <p>getting acquainted with the organizational principles of the institution,</p> <p>observation of students and assistance during educational and therapeutic activities,</p> <p>confrontation of acquired psychological and pedagogical knowledge with pedagogical reality in practical action</p> <p>Formation of attitudes and personal qualities necessary for the work of a special educator</p> <p>An assistant practice, which also includes independent teaching.</p> | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
|-------------------|--|-----------------|---|
| | [PEDSPECJ5_U17] The graduate can make an in-depth analysis of their own actions and indicate possible areas requiring modification in future action | nie dotyczy | [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work |
| | [PEDSPECJ5_K08] The graduate is prepared to actively participate in groups, organisations and institutions implementing pedagogical activities; is prepared to communicate with both specialists and non-specialists in a given field | nie dotyczy | [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work |
| | [PEDSPECJ5_K06] The graduate is ready to formulate moral problems and ethical dilemmas related to his/her own and other people's work as a special educator; | nie dotyczy | [SK7] entries and opinions in the internship diary [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. | nie dotyczy | [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work |
| | [PEDSPECJ5_K04] The graduate is ready to reflect on the work undertaken and to adhere to the principles of professional ethics | nie dotyczy | [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work |
| | [PEDSPECJ5_U14] The graduate inspires and motivates to positive activity, supports independence of action, stimulates work on one's own development in the aspect of lifelong learning and the development of participants of pedagogical processes, in particular persons with disabilities | nie dotyczy | [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work |
| | [PEDSPECJ5_W21] He/she knows the principles of designing a path of one's own intellectual and competence development in relation to the studied sub-discipline of special pedagogy | nie dotyczy | [SW2] presentation/project/paper/report [SW5] implementation of a problem task |
| | [PEDSPECJ5_U20] The graduate can enforce in real life situations the principles of life safety and hygiene, health, including those necessary for effective use of the voice organ, he/she can provide first aid in emergencies and apply the principles of protection of property and valuable natural resources; | nie dotyczy | [SU7] entries and opinions in the internship diary [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. | nie dotyczy | [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work |

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| Subject contents | <p>Getting to know the specifics of the workshop of a teacher/special educator within the specialty in the institutions appropriate to it, getting to know the</p> <p>organizational principles of the institution, observation of students during various activities, observation and assistance during educational and</p> <p>therapeutic activities, learning about various forms and methods of work. Confronting the acquired psychological and pedagogical knowledge with the reality of</p> <p>pedagogical reality in practical action and the formation of attitudes and personal qualities necessary for the work of a special educator. An important goal</p> <p>is the student's verification of his pedagogical and therapeutic interests and motivation to work with people with special needs</p> <p>educational needs. Acquisition, within a given specialty, of the ability to conduct classes appropriate to it. At least 60% of the total</p> <p>hours must be realized as an assistant practice, which also includes independent teaching.</p> <p>The student should:</p> <ul style="list-style-type: none"> - obtain information about the activities of the institution, - learn about the workshop of the teacher/therapist, <p>and:</p> <ul style="list-style-type: none"> - have the opportunity to confront the theoretical knowledge gained during the course of study with reality, - verify their pedagogical and therapeutic interests and motivation to work with people with special educational needs, - have the opportunity to test their own professional skills, as well as to realize creative ideas, <p>The practice is also intended to shape the attitudes and personal qualities necessary in a special educator</p> | | |
| Prerequisites and co-requisites | | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| Recommended reading | Basic literature | nie dotyczy | |
| | Supplementary literature | nie dotyczy | |
| | eResources addresses | | |
| Example issues/ example questions/ tasks being completed | nie dotyczy | | |
| Work placement | Not applicable | | |

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