

Subject card

Subject name and code	Education of pupils with learning difficulties, PG_00149940						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		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	2		Language of instruction		Polish		
Semester of study	3		ECTS credits		2.0		
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	30.0	0.0	0.0	0.0	30
	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	30		0.0		20.0	50
Subject objectives	To familiarize students with the issue of working with a student with difficulties in reading and writing (dyslexia, dysgraphia, dysortography, dyscalculia), ways of recognizing difficulties and supporting the student (choosing the optimal method of learning to read depending on the predisposition of the student). To familiarize students with the problems of learning difficulties in mathematics (including: dyscalculia). To implement the design of assistance programs in cases of various types of difficulties in this area.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[C.1.U.4] is able to use in-depth psychological knowledge to solve pedagogical problems, recognizes various manifestations of mental disorders, uses psychological diagnosis for the purposes of teaching, upbringing and rehabilitation		The student is able to use knowledge in solving pedagogical problems, recognizes various manifestations of disorders, uses psychological diagnosis for the purposes of teaching, upbringing and rehabilitation		[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work		
	[C.1.U.3] is able to adapt activities to human development deficits; basing on knowledge about human development disorders is able to develop educational and rehabilitation tasks for a disabled person and their environment; able to adapt activities to human development deficits		Student is able to adapt activities to the developmental difficulties of a person, is able to develop educational and rehabilitation tasks for a disabled person and his/her environment		[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work		
	[C.1.K.3] is ready to prepare, design and implement pedagogical activities in a more in-depth manner		The student is competent to responsibly prepare, design and execute pedagogical activities		[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work		

Subject contents	Placement of corrective-compensatory classes in the system of support of a student with special educational needs. Objectives and principles of corrective-compensatory classes. Adapting exercises to the individual needs of the student - modifying ready-made methods according to the special needs of the student. Ways of therapeutic treatment in cases of learning difficulties in mathematics. The therapist's own limitations in terms of motivation, mathematical knowledge and skills. Analysis of critical events / case study of a student with learning difficulties		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Project; class discussion, problem tasks	50.0%	100.0%
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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