

Subject card

Subject name and code	B Shaping social skills and peer relations in inclusive education, PG_00149995						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2028/2029	
Education level	uniform Master's studies		Subject group			Obligatory subject group in the field of study Subject group related to scientific research in the field of study	
Mode of study	full-time studies		Mode of delivery			at the university	
Year of study	4		Language of instruction			Polish	
Semester of study	7		ECTS credits			2.0	
Learning profile	academic		Assessment form			credit	
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Karolina Tersa				
	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		30.0	60
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.4.W.9] Knows and understands the principles of social life and upbringing	understands the basic principles that are necessary to implement in diverse groups in order to integrate teams	[SW1] oral statement/ conversation/discussion
	[D.4.W.7] Knows and understands the concepts of educational styles and attitudes in preschool and school, the attitudes of teachers, children and students	knows what the parenting styles are for diverse groups	[SW1] oral statement/ conversation/discussion
	[D.4.W.5] Knows and understands the determinants of aggression and violence at school; the concepts of symbolic violence, adult violence and peer violence	knows the determinants of violence and bullying towards children and young people with disabilities in diverse groups, all in physical, mental and symbolic forms	[SW1] oral statement/ conversation/discussion
	[D.4.W.4] Knows and understands the essence of the school's upbringing program	knows what the educational program of an inclusive school is	[SW1] oral statement/ conversation/discussion
	[D.4.W.13] Knows and understands the methodology of using educational programs, their theoretical assumptions and classifications of programs for shaping attitudes towards children and students with disabilities and relationships in peer groups	knows the methodology of creating educational programs in inclusive groups and their assumptions	[SW2] presentation/project/paper/ report
	[D.4.U.9] Is able to evaluate the effectiveness of programs developing the social and emotional competences of children and students with disabilities	assesses the effectiveness of publicly available programs for developing social and emotional competences and programs created by other students	[SU8] observation of student's independent or team work
	[D.4.U.8] Is able to create programs that shape the social and emotional competences of children and students with disabilities and use these programs in preschool groups and inclusive classes	creates a program for developing social and emotional competences of students in a diverse group	[SU2] presentation/project/paper/ report
	[D.4.U.4] Is able to define the goals of educational activities undertaken in a preschool group and school class, construct educational programs and evaluate them	defines educational goals for the presented diverse groups	[SU8] observation of student's independent or team work
	[D.4.U.3] Is able to design classes for diverse groups of children and students	designs educational activities for diverse groups and classes	[SU2] presentation/project/paper/ report
	[D.4.U.10] Is able to build programs for shaping attitudes towards children and students with disabilities and peer relations in integration groups	is able to construct a program focused on shaping the desired attitudes towards students with disabilities	[SU2] presentation/project/paper/ report
	[D.4.K.2] Is ready to act in accordance with the principles of professional ethics in the process of recognizing behaviors that indicate the occurrence of conflict or the use of violence and determining intervention measures, including therapeutic indications	is ready to act ethically in the educational process towards students with different abilities and needs	[SK1] oral statement/conversation/ discussion
	[D.4.K.1] Is ready to take responsibility for decisions related to the organization of the educational and therapeutic process in the preschool group or in the school and school class	is ready to take responsibility for implementing selected programs in diverse groups	[SK1] oral statement/conversation/ discussion
Subject contents	nie dotyczy		
Prerequisites and co-requisites	nie dotyczy		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	75.0%	25.0%
	nie dotyczy	50.0%	75.0%
Recommended reading	Basic literature	nie dotyczy	

	Supplementary literature	nie dotyczy
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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