

Subject card

Subject name and code	Supporting the development of a toddler's fun, PG_00150081						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject			2029/2030	
Education level	uniform Master's studies		Subject group			Obligatory subject group in the field of study Optional subject group	
Mode of study	full-time studies		Mode of delivery			at the university	
Year of study	5		Language of instruction			Polish	
Semester of study	10		ECTS credits			4.0	
Learning profile	academic		Assessment form				
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Doroszuk				
	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		70.0	100
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.1WW.K.2] is ready to use the acquired knowledge to analyze pedagogical events	is ready to use the acquired knowledge to analyze the process of supporting child development through play	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task
	[E.1WW.U.3] Is able to analyze the course of rehabilitation of a child with motor function disorders, rehabilitation and auditory education of a child with hearing impairment, rehabilitation and development of vision skills of a child with vision impairment, rehabilitation and speech therapy of a child with speech disorders, rehabilitation of a child with early symptoms of autism spectrum disorders; apply methods of diagnosing disorders and abnormalities in development; determine the role of preverbal and non-verbal communication in early support of child development; implement therapeutic programs used in early support of child development and early intervention.	Can implement therapeutic programs used in early childhood development support and early intervention taking into account the importance of play in the process of supporting child development	[SU5] implementation of a problem task [SU6] demonstration of practical skills
	[E.1WW.W.2] Knows and understands the psychological and pedagogical foundations of early child development support and early therapeutic intervention; basics of neuropsychology; developmental psychology, including prenatal psychology; etiopathogenesis of developmental disorders and abnormalities; clinical psychology and psychopathology of a young child; development factors and the educational environment of a young child; the issue of disability and the risk of disability; types of disabilities in children and neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD and language disorders; the issues of emotional and behavioral disorders in children, psychohygiene, prevention and early recognition of developmental disorders; principles of care and nurturing of a young child, psychoeducation and psychopedagogical support for parents or guardians of a child with developmental risks; principles of conducting training in educational skills; the role of play and activating methods in working with a young child; the role of socialization and socialization of the child; developmental psycholinguistics; the issue of shaping the child's speech and language, early learning to read in the norm and pathology, the risk of dyslexia, including its diagnosis and therapy; pedagogical methods in early support of child development; the role of supporting intellectual development; methods of augmentative and alternative communication (AAC); basics of sign language; the role of the computer, media and new technologies in supporting child development; principles of organizing care and upbringing of a young child in Poland; principles of organization, models	Knows and understands: developmental factors and the nurturing environment of the young child; the role of play and activating methods in working with the young child; the role of socialization and socialization of the child	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
Subject contents	nie dotyczy		

Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	60.0%	30.0%
	nie dotyczy	70.0%	70.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses	Adresy na platformie eNauczanie:	
Example issues/ example questions/ tasks being completed	nie dotyczy		
Work placement	Not applicable		

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