

Subject card

Subject name and code	Designing lessons that develop learning skills, PG_00185231						
Field of study	Pedagogy						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group 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	2		Language of instruction		Polish		
Semester of study	4		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Piotr Kowzan				
	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	Design, trial, and evaluation of learning procedures (note-taking, peer collaboration, metacognition) within inclusive, differentiated practice, using simple repeatable sequences and sensitivity to place.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDL3_W15] Graduates have an advanced knowledge and understanding of teaching methods and the selection of effective teaching aids, including online resources, to support the teaching of a subject or conducting classes, taking into account the diverse educational needs of students	The graduate knows and understands the need to shape a student's positive attitude towards learning, develop curiosity, activity and cognitive independence, logical and critical thinking, shape motivation to learn a given subject and systematic learning habits, use various sources of knowledge, including the Internet, and prepare the student for lifelong learning by stimulating him to work independently	[SW2] presentation/project/paper/report
	[PEDL3_K07] In terms of competences, graduates are ready to work in a team, perform various roles within it, and cooperate with teachers, educators, specialists, parents or guardians of students, and other members of the school and local community.	Graduates are prepared to foster curiosity, activity, and independent learning in students, as well as logical and critical thinking The graduate is ready to adapt working methods to the needs and different learning styles of students The graduate is ready to encourage students to undertake research and systematic physical activity; Graduates are prepared to develop the habit of systematic learning and using various sources of knowledge, including the Internet. Graduates are prepared to stimulate students to engage in lifelong learning through independent work.	[SK2] presentation/project/paper/report
	[PEDL3_W14] Graduates know and understand the content of teaching and the typical difficulties students encounter in mastering it, as well as methods that support the learning process	Graduates know and understand conventional and unconventional teaching methods, including activating methods and project-based learning, learning through action, discovery or scientific inquiry, and student research work, as well as the principles of selecting teaching methods typical for a given subject or type of class	[SW2] presentation/project/paper/report
	[PEDL3_U29] Graduates are able to creatively apply theories concerning human development, socialisation, upbringing, teaching and learning, and critically evaluate them.	The graduate is able to create teaching situations that serve the activity and development of students' interests and the popularization of knowledge	[SU2] presentation/project/paper/report
	[PEDL3_U07] Graduates are able to work with students in a way that stimulates their interest and develops their talents, select appropriate teaching content, tasks and forms of work within the framework of self-education, and promote students' achievements	The graduate is able to select classroom work methods and teaching resources, including information and communication technology, that activate students and take into account their diverse educational needs	[SU2] presentation/project/paper/report
	[PEDL3_W06] Graduates have an advanced understanding of the diversity of students' educational needs and the resulting tasks for schools in terms of adapting the organisation of the educational process, care and upbringing	Graduates know and understand: intra- and interdisciplinary integration; issues related to the curriculum – creation and modification, analysis, evaluation, selection and approval, as well as the principles of designing the educational process and the distribution of material	[SW2] presentation/project/paper/report

Subject contents	1. Models of learning and inclusion. 2. Diagnosis of diverse needs (including by ability). 3. Bottlenecks in subject content. 4. Repertoire of note-taking and representation strategies. 5. Simple teaching and learning sequences. 6. Roles and order of structured conversations (including anti-bullying procedures). 7. Selection of methods, resources (including the nature of AI support), and quality criteria. 8. Documentation and promotion of student achievement. 9. Conducting trials in the context of the setting. 10. Data-driven iterations (mini-evaluation).		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		51.0%	100.0%
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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