University of Gdańsk

Subject card

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| Subject name and code | Learning Processes and Specific Educational Needs (Lecture & Classes), PG_00154101 | | | | | | |
| Field of study | English Studies, Mathematics | | | | | | |
| 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<br>Optional subject group<br>Humanistic-social subject group<br>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 Paweł Śpica | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 24.0 | 6.0 | 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 | | 2.0 | | 18.0 | 50 |
| Subject objectives | Familiarize students with psychological and pedagogical aspects of the learning process, the basics of psychological and pedagogical support in schools, the functioning of students with disabilities at school, and special educational needs. Familiarize students with pedagogical skills with aspects of the teacher assessment process and the principles of project support for and working with students with learning disabilities. Develop teacher skills in assessing students' potential and supporting their cognitive development in collaboration with specialists and other teachers. Prepare students to organize inclusive education. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
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| | | CKN_K4 The student is ready to make decisions related to the organization of the educational process in inclusive education and to (B.1.K2.) use acquired psychological knowledge to analyze pedagogical events.<br><br>CKN_K7 The student is ready to (B.2.K4.) collaborate with teachers and specialists to improve their skills in working with students with special educational needs and learning disabilities. | [SK1] oral statement/conversation/ discussion<br>[SK5] implementation of a problem task<br>[SK8] observation of student's independent or team work |
| | | CKN_U2 The student is able to: (B. 2.U.6) diagnose a student's educational needs and design appropriate support. Assess the adequacy and effectiveness of support provided to students with special educational needs.<br><br>CKN_U3 The student is able to: (B. 1.U.6.) identify students' needs in developing their talents and interests. (B.1.U.5.) recognize students' barriers and difficulties in the learning process.<br><br>CKN_U7 The student is able to work with students to stimulate their interests and develop their talents, and promote student achievement.<br><br>CKN_U12 The student is able to work with children with special educational needs and design ways to overcome learning difficulties, utilizing psychological and pedagogical support both in and outside of school. | [SU1] oral statement/conversation/ discussion<br>[SU4] test/exam - oral or written<br>[SU5] implementation of a problem task<br>[SU8] observation of student's independent or team work |

| Course outcome | Subject outcome | Method of verification |
|---|---|---|
| | CKN_W2 The student knows and understands: (B.1.W.1.) concepts: cognitive processes, perception, reception and processing of information, speech and language, thinking and reasoning, learning and memory, the role of attention, the psychology of individual differences – differences in intelligence, temperament, personality and cognitive style; abilities and aptitudes. (B.1.W.2.) development of cognitive processes (thinking, speech, perception, attention, and memory), specific abilities. (B.1.W. 4.) the learning process: learning models, including classical concepts and contemporary approaches based on neuropsychological research results, learning methods and techniques, including the development of metacognition; learning difficulties and their causes and strategies for overcoming them; methods and techniques for identifying and supporting the development of talents and interests.<br><br>CKN_W4 The student knows and understands: (B.2.W.3.) psychological and pedagogical support at school – legal regulations, forms and principles of providing support in educational institutions, as well as the importance of cooperation between the student's family and the school, and between the school and the community outside of school.<br><br>CKN_W5 The student knows and understands: (B.2.W.4.) the concepts of integration and inclusion; the situation of children with physical and intellectual disabilities in mainstream schools, the problems of children with autism spectrum disorders and their functioning.<br><br>CKN_W6 The student knows and understands: (B.2.W.5.) the situation of students with special educational needs: students' special educational needs and their determinants (scope of functional diagnosis, methods and tools used in diagnosis), the need to adapt the educational process to students' special educational needs (designing support, constructing individual programs), and the issues of assessing the effectiveness of support for students with special educational needs;<br><br>CKN_W7 and CKN_W14 The student knows and understands: (B.2.W.6.) principles of working with students with learning disabilities; Causes and manifestations of learning difficulties, prevention and early detection of learning difficulties, specific learning difficulties – dyslexia, dysgraphia, dysorthography, and dyscalculia, as well as learning difficulties | [SW4] test/exam - oral or written<br>[SW1] oral statement/ conversation/discussion<br>[SW5] implementation of a problem task |

| Course outcome | Subject outcome | Method of verification |
|---|---|---|
| | resulting from perceptual-motor dysfunctions and developmental disorders, including linguistic and arithmetic abilities, and methods for overcoming them; principles of teacher diagnosis and diagnostic techniques in pedagogy.<br><br>CKN_W10 The student knows and understands: (B.2.W.1.) national and international regulations regarding human rights, children, students, and persons with disabilities. | |

**Subject contents**

Lectures (psychology section, 12 hours):

I. Psychological Aspects of Learning:

Human cognitive processes crucial for learning: perception and attention, memory as the basic mechanism for storing information, thinking and problem-solving, linguistic competence. Neuropsychological foundations of learning. Models, methods, and techniques of learning. Specific learning difficulties and their causes. Motivation to learn, its types, and mechanisms of arousal and maintenance. Recognizing and supporting students' cognitive potential. Identifying needs, interests, and abilities, supporting students in developing their interests. Working with gifted and exceptionally gifted students. Modern methods of supporting learning. The Feuerstein Instrumental Enrichment Program - a mediation method for developing students' cognitive potential.

Lectures (pedagogical section, 10 hours):

II. Students with Special Educational Needs:

Psychological and pedagogical support at school: legal regulations, forms, and principles of providing support in educational institutions. National and international regulations concerning human rights, children, students, and people with disabilities. Concepts of integration and inclusion; the situation of children with physical and intellectual disabilities in mainstream schools. Problems faced by children with autism spectrum disorders and their functioning. The situation of students with special educational needs: students' special educational needs and their determinants (scope of functional diagnosis, methods and tools used in diagnosis).

III. Working with students with learning difficulties:

Principles of working with students with learning difficulties; prevention and early detection of learning difficulties.

Exercises (pedagogical component, 6 hours):

Principles of teacher diagnosis and diagnostic techniques in pedagogy. Adapting the educational process to students' special educational needs (designing support, developing individual programs), assessing the effectiveness of support for students with special educational needs. Specific learning difficulties and how to overcome them include dyslexia, dysgraphia, dysorthography, and dyscalculia, as well as learning difficulties resulting from perceptual-motor dysfunctions and impaired development of abilities, including language and arithmetic.

**Prerequisites and co-requisites**

Choosing a teaching specialization in the field of study.

**Assessment methods and criteria**

| Subject passing criteria | Passing threshold | Percentage of the final grade |
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| The level of knowledge of the program content and mastery of learning outcomes, expressed by the range of correctly answered tests (at least 51% of correctly answered answers). | 51.0% | 100.0% |
| The condition for admitting a student to the final exam is attendance at classes and active participation in exercises, as well as correct completion of all tasks performed during exercises. | 100.0% | 0.0% |

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| Recommended reading | Basic literature | Feuerstein, R. Feuerstein, R. Falik, L. Rand, Y. (2006). Creating and enancing cognitive modifiablity: The Feuerstein Instrumental Enrichement Program. Jerozolima: ICELP Publications.<br><br>Kotarski, R. (2017). Włam się do mózgu. Warszawa: Altenberg.<br><br>Mickiewicz J. (2011), Dysleksja rozwojowa podstawy diagnozy i terapii, Toruń.<br><br>Olechowska A. (2016), Specjalne potrzeby edukacyjne, Warszawa. |
| | Supplementary literature | Woolfolk, A. (2016b). Educational Psychology. Edinburgh, England: Pearson Education Limited.<br><br>Walker, T. D. (2017). Fińskie dzieci uczą się najlepiej. Warszawa: Wydawnictwo Literackie. |
| | eResources addresses | |
| Example issues/ example questions/ tasks being completed | | |
| Work placement | Not applicable | |

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