

Subject card

Subject name and code	Learning difficulties and special educational needs, PG_00188612						
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	3		ECTS credits		3.0		
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	20.0	0.0	0.0	0.0	0.0	20
	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	20		0.0		55.0	75
Subject objectives	Familiarize students with various aspects of the learning process, the basics of psychological and pedagogical support at school, the functioning of students with disabilities at school, and special educational needs. Students will learn about the pedagogical aspects of teacher assessment and the principles of designing support for and working with students with learning difficulties. Develop teachers' 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
	[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	Graduates know and understand the situation of pupils with special educational needs: the special educational needs of pupils and their circumstances (scope of functional diagnosis, methods and tools used in diagnosis), the need to adapt the education process to the special educational needs of pupils (designing support, constructing individual programmes) and the subject of assessing the effectiveness of support for pupils with special educational needs	[SW4] test/exam - oral or written
	[PEDL3_K06] In terms of social competences, graduates are prepared to design activities aimed at developing schools or educational institutions and stimulating improvements in the quality of work at these institutions.	Graduates are prepared to collaborate with teachers and specialists in order to improve their teaching skills	[SK4] test/exam - oral or written
	[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 the principles of working with students with learning difficulties; the causes and manifestations of learning difficulties, the prevention of learning difficulties and their early detection, specific learning difficulties – dyslexia, dysgraphia, dysorthography and dyscalculia and learning difficulties resulting from perceptual-motor dysfunction and developmental disorders, including language and arithmetic disorders, and ways of overcoming them; the principles of teacher diagnosis and diagnostic techniques in pedagogy	[SW4] test/exam - oral or written
	[PEDL3_U22] Graduates are able to diagnose complex educational situations, design and conduct classes taking into account the educational needs of pupils	Graduates are able to diagnose students' educational needs and design appropriate support for them	[SU4] test/exam - oral or written
Subject contents	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). Working with students with learning difficulties: Principles of working with students with learning difficulties; prevention and early detection of learning difficulties. 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 ways to overcome them: dyslexia, dysgraphia, dysorthography and dyscalculia, as well as learning difficulties resulting from dysfunctions of the perceptual-motor sphere and disorders of the development of abilities, including language and arithmetic.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	final test	51.0%	100.0%
Recommended reading	Basic literature	Feuerstein, R. Feuerstein, R. Falik, L. Rand, Y. (2006). Creating and enhancing cognitive modifiability: The Feuerstein Instrumental Enrichment Program. Jerozolima: ICELP Publications Kotarski, R. (2017). Włam się do mózgu. Warszawa: Altenberg. Mickiewicz J. (2011), Dysleksja rozwojowa podstawy diagnozy i terapii, Toruń. Olechowska A. (2016), Specjalne potrzeby edukacyjne, Warszawa.	
	Supplementary literature	Woolfolk, A. (2016b). Educational Psychology. Edinburgh, England: Pearson Education Limited. 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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