

Subject card

Subject name and code	Diagnosis in the Work of a Special Educator [Lecture], PG_00208192						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
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	2		Language of instruction		Polish		
Semester of study	3		ECTS credits		4.0		
Learning profile	academic		Assessment form		exam		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Belzyt				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	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	To familiarize students with pedagogical diagnosis, its basic concepts. To show the conditions of good diagnosis, errors of diagnosis and their determinants. To present the ethical principles applicable to the diagnostician. To show the specifics of the diagnostic process in relation to the work of a special educator.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[C.6.W.6] Knows and understands the role and place of care and educational, rehabilitation, resocialization and sociotherapeutic diagnostics in the work of various institutions	The student knows and understands the role and place of custodial, educational, rehabilitative diagnostics, in the work of various institutions	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[C.6.W.2] Knows and understands diagnostic and experimental research procedures in special education - qualitative and quantitative analyses	Student knows and understands diagnostic testing procedures in special education	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[C.6.W.1] Knows and understands the basics, goals, assumptions, areas and features of diagnosis	The student knows and understands the basic goals, objectives, areas and features of diagnosis	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[C.6.U.2] Is able to interpret the results of pedagogical diagnosis	The student is able to interpret the results of pedagogical diagnosis	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[C.6.K.3] Is ready to share knowledge with teachers conducting classes with the child or student and his/her parents or guardians in order to provide him/her with optimal conditions for development in an inclusive environment	The student has the competence to share knowledge with teachers who teach the child or student and his/her parents or guardians for the purpose of providing optimal conditions for his/her development in an inclusive environment	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written
	[C.6.K.1] Is ready to take responsibility for decisions related to the organization of the diagnostic and post-diagnostic process;	The student is aware of the responsibility for making decisions related to the organization of the diagnostic and post-diagnostic process	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written
Subject contents	1) Basic concepts related to pedagogical diagnosis: diagnosis vs. diagnostic process, normalized vs. informal diagnosis, diagnostic feature and its types, situation of things and state of affairs.2) Model of pedagogical diagnosis: partial and holistic diagnosis. Aspects of holistic diagnosis: classificatory, developmental, genetic, functional, prognostic diagnosis. 3) Specifics of the diagnostic process in the work of a special educator.4) Diagnostic strategies: developed model of diagnosis and its stages, abbreviated diagnostic procedures.5) Features of a good standardized diagnosis: impartiality, accuracy, relevance, objectivity, reliability. Features of good informal diagnosis. Errors of diagnosis and their determinants.6) Psychological implications of pedagogical diagnosis - the problem of marking by diagnosis.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	90.0%
	nie dotyczy	50.0%	10.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/ example questions/ tasks being completed	nie dotyczy		
Work placement	Not applicable		

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