

**Subject card**

<b>Subject name and code</b>	Shaping Social Skills and Peer Relations in Inclusive Education [Classes] , PG_00208461						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2029/2030		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	4	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	7	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Karolina Tersa				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		5.0		15.0	50
<b>Subject objectives</b>	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.4.W.13] Knows and understands the methodology of using educational programs, their theoretical assumptions and classifications of programs for shaping attitudes towards children and students with disabilities and relationships in peer groups	The student knows the form in which educational programs are constructed.	[SW1] oral statement/ conversation/discussion
	[D.4.U.9] Is able to evaluate the effectiveness of programs developing the social and emotional competences of children and students with disabilities	Assesses effectivity of programs aimed to develop social and emotional competences of children and students with disabilities	[SU2] presentation/project/paper/ report
	[D.4.W.7] has in-depth knowledge and understanding of the concepts of educational styles and attitudes in preschool and school, the attitudes of teachers, children and students	knows what the parenting styles are for diverse groups	[SW1] oral statement/ conversation/discussion
	[D.4.U.8] Is able to create programs that shape the social and emotional competences of children and students with disabilities and use these programs in preschool groups and inclusive classes	creates a program for developing social and emotional competences of students in a diverse group	[SU2] presentation/project/paper/ report
	[D.4.U.10] Is able to build programs for shaping attitudes towards children and students with disabilities and peer relations in integration groups	is able to construct a program focused on shaping the desired attitudes towards students with disabilities	[SU2] presentation/project/paper/ report
	[D.4.W.9] Knows and understands the principles of social life and upbringing	understands the basic principles that are necessary to implement in diverse groups in order to integrate teams	[SW1] oral statement/ conversation/discussion
	[D.4.U.4] Is able to define the goals of educational activities undertaken in a preschool group and school class, construct educational programs and evaluate them	defines educational goals for the presented diverse groups	[SU8] observation of student's independent or team work
	[D.4.U.3] Is able to design classes for diverse groups of children and students	designs educational activities for diverse groups and classes	[SU2] presentation/project/paper/ report
[D.4.K.2] Is ready to act in accordance with the principles of professional ethics in the process of recognizing behaviors that indicate the occurrence of conflict or the use of violence and determining intervention measures, including therapeutic indications	is ready to act ethically in the educational process towards students with different abilities and needs	[SK1] oral statement/conversation/ discussion	
Subject contents	nie dotyczy		
Prerequisites and co-requisites	nie dotyczy		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	75.0%	25.0%
	nie dotyczy	50.0%	75.0%
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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