**description of the course of study**

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| **Course code** | **0231.8.FILA1P.D07.SPE** | |
| **Name of the course in** | Polish | **Diagnoza nauczycielska i praca z uczniem ze specjalnymi potrzebami edukacyjnymi** |
| English | **Teacher's diagnosis and work with students with special educational needs** |

1. **LOCATION OF THE course OF STUDY within the system of studies**

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| **1.1. Field of study** | English Philology |
| **1.2. Mode of study** | Full-time studies, extramural studies |
| **1.3. Level of study** | B.A. |
| **1.4. Profile of study\*** | practical |
| **1.5. Person preparing the course description** | dr Magdalena Łuka |
| **1.6. Contact** | magdalenaluka@wp.pl |

1. **General characteristicS of the course of study**

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| **2.1. Language of instruction** | Polish |
| **2.2. Prerequisites\*** | --- |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| * 1. **Form of classes** | | lecture (10) + class (15) + project (5) |
| * 1. **Place of classes** | | The educational facilities / classrooms of the Sandomierz Branch Campus of the Jan Kochanowski University in Kielce |
| * 1. **Form of assessment** | | Exam (lecture), graded course credit (class, project) |
| * 1. **Teaching methods** | | Elements of the classical lecture, conversation class, description, problem-centered discussion, brain storm. |
| **Bibliography** | **Required reading** | Dąbrowska –Jabłońska I. (red.), 2008, *Terapia dzieci i młodzieży. Metody*  *i techniki pomocy psychopedagogicznej*, Kraków.  Jarosz E., Wysocka E, 2006, Diagnoza *psychopedagogiczna. Podstawowe problemy  i rozwiązania*, Warszawa.  Knopik T., *Diagnoza funkcjonalna. Planowanie pomocy psychologiczno-*  *pedagogicznej*, Warszawa 2018. |
| **Further reading** | Florkiewicz V. (red.), 2007, *Terapia pedagogiczna*, Łódź.  Mickiewicz J., 2011, *Dysleksja rozwojowa. Podstawy diagnozy i terapii*, Toruń.  Bogdanowicz M., 2011, *Ryzyko dysleksji, dysortografii i dysgrafii*, Gdańsk. |

1. **Objectives, syllabus CONTENT and intended LEARNING outcomes**

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| * 1. **Course objectives *(lecture + class + project)***   C1. Providing basic knowledge about psychopedagogical diagnostics as the basis for therapeutic activities conducted with students with special educational needs.  C2. To familiarize students with knowledge about the essence and structure of therapeutic activities as well as basic methods of therapeutic work.  C3. Equipping students with skills enabling them to independently plan and conduct diagnostic activities and activities in the field of pedagogical therapy. |
| * 1. **Detailed syllabus (lecture 10h*)***  1. Familiarizing students with the subject card "Teacher's diagnosis and work with students with special educational needs." 2. Basics of psychopedagogical diagnosis. Basic diagnostic techniques in pedagogy 3. Classification of developmental deviations according to the type of impaired function 4. School diagnosis: diagnosis of school maturity as a forecast of the child's functioning at school, diagnosis of the child's functioning at school (school achievements and failures) 5. Diagnosis of developmental dyslexia as a basis for predicting learning difficulties 6. Diagnosis of the social situation in the class as a social group 7. Segregation, integration, inclusion - models of education for students with special educational needs 8. Diagnosis of the family environment of a student with special educational needs   **Detailed syllabus *(class 15h + project 5h)***   1. The concept, role and tasks of pedagogical therapy in working with students with special educational needs. 2. Introduction to the issues of pedagogical therapy in the context of working with a child and cooperation with his or her family. 3. Functioning of students with disabilities in mainstream schools - special education. 4. Functioning at school of children in crisis or traumatic situations and those with migration experience - possibilities of supporting students. 5. The goals of pedagogical therapy and the principles of organizing its process. 6. Methods of therapeutic work with students with special educational needs. 7. Methods of therapeutic work with children and adolescents with unusual learning difficulties. 8. Methods of therapeutic work with children and adolescents with educational difficulties. 9. Diagnosis of an individual case, planning corrective and compensatory classes. |

* 1. **Intended learning outcomes**

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| **Code** | **A student who passed the course** | | | | | | | | | | | | | | | | | | | **Relation to learning outcomes** | | | | |
| within the scope of **KNOWLEDGE:** | | | | | | | | | | | | | | | | | | | | | | | | |
| W01 | psychological and pedagogical assistance at school - legal regulations, forms and principles of providing support in educational system institutions, as well as the importance of cooperation between the student's family and the school, as well as the school and the non-school environment; | | | | | | | | | | | | | | | | | | | NAU1\_W04  NAU1\_W06  NAU1\_W07 | | | | |
| W02 | concepts of integration and inclusion; the situation of a child with physical and intellectual disabilities in a mainstream school, the problems of children with autism spectrum disorders and their functioning, the problems of neglected and deprived children and the school situation of children with migration experience; the issues of a child in a crisis or traumatic situation | | | | | | | | | | | | | | | | | | | NAU1\_W05  NAU1\_W06 | | | | |
| W03 | the situation of students with special educational needs: special educational needs of students and their determinants (scope of functional diagnosis, methods and tools used in diagnosis), the need to adapt the education process to the special educational needs of students (designing support, constructing individual syllabuses) and the topic of assessing the effectiveness of student support with special educational needs | | | | | | | | | | | | | | | | | | | NAU1\_W04  NAU1\_W06  NAU1\_W07  NAU1\_W10 | | | | |
| W04 | principles of working with pupils with learning difficulties; causes and manifestations of learning difficulties, prevention of learning difficulties and their early detection, unusual learning difficulties – dyslexia, dysgraphia, dysorthography and dyscalculia, as well as learning difficulties resulting from dysfunctions of the perceptual and motor sphere and disorders of the development of abilities, including language- and arithmetic-related, and ways of overcoming them; Principles of Teacher Diagnosis and Diagnostic Techniques in Pedagogy | | | | | | | | | | | | | | | | | | | NAU1\_W04  NAU1\_W06  NAU1\_W07 | | | | |
| within the scope of **ABILITIES:** | | | | | | | | | | | | | | | | | | | | | | | | |
| U01 | choose a curriculum in line with the requirements of the core curriculum and adapt it to the educational needs of students; | | | | | | | | | | | | | | | | | | | NAU1\_U02  NAU1\_U03  NAU1\_U12 | | | | |
| U02 | establish cooperation with teachers and the non-school environment | | | | | | | | | | | | | | | | | | | NAU1\_U05  NAU1\_U12  NAU1\_U18 | | | | |
| U03 | diagnose the student's educational needs and design appropriate support for them | | | | | | | | | | | | | | | | | | NAU1\_U02  NAU1\_U03  NAU1\_U12 | | | | | |
| within the scope of **SOCIAL COMPETENCE:** | | | | | | | | | | | | | | | | | | | | | | | | |
| K01 | show empathy for students and provide them with support and assistance | | | | | | | | | | | | | | | | | | | NAU1\_K02  NAU1\_K04 | | | | |
| K02 | self-deepening of pedagogical knowledge | | | | | | | | | | | | | | | | | | | NAU1\_K02  NAU1\_K04 | | | | |
| K03 | cooperation with teachers and specialists in order to improve their own work skills | | | | | | | | | | | | | | | | | | | NAU1\_K03  NAU1\_K07 | | | | |
| * 1. **Methods of assessment of the intended learning outcomes** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Teaching**  **outcomes**  ***(code))*** | | **Method of assessment (+/-)** | | | | | | | | | | | | | | | | | | | | | | |
| **Exam written** | | | **Test\*** | | | **Project\*** | | | **Effort**  **in class\*** | | | **Self-study\*** | | | **Group work** | | | | | **Other methods** | | |
| ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | ***Form of classes*** | | | | | ***Form of classes*** | | |
| *L* | *C* | *...* | *L* | *C* | *...* | *L* | *C* | *P* | *L* | *C* | *...* | *L* | *C* | *P* | *L* | *C* | | | *...* | *L* | *C* | *...* |
| W01 | | ***+*** |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** |  |  |  | ***+*** |  | ***+*** | | |  |  |  |  |
| W02 | | ***+*** |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** |  |  |  | ***+*** |  | ***+*** | | |  |  |  |  |
| W03 | | ***+*** |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** |  |  |  | ***+*** |  | ***+*** | | |  |  |  |  |
| W04 | | ***+*** |  |  |  | ***+*** |  |  |  | ***+*** |  | ***+*** |  |  |  | ***+*** |  | ***+*** | | |  |  |  |  |
| U01 | |  |  |  |  |  |  |  |  | ***+*** |  | ***+*** |  |  |  | ***+*** |  | ***+*** | | |  |  |  |  |
| U02 | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | |  |  |  |  |
| U03 | |  |  |  |  |  |  |  |  | ***+*** |  | ***+*** |  |  |  | ***+*** |  | ***+*** | | |  |  |  |  |
| K01 | |  |  |  |  |  |  |  |  | ***+*** |  |  |  |  |  |  |  |  | | |  |  |  |  |
| K02 | |  |  |  |  |  |  |  |  | ***+*** |  | ***+*** |  |  |  | ***+*** |  |  | | |  |  |  |  |
| K03 | |  |  |  |  |  |  |  |  | + |  | + |  |  |  |  |  |  | | |  |  |  |  |

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| * 1. **Criteria of assessment of the intended learning outcomes** | | |
| **Form of classes** | **Grade** | **Criterion of assessment** |
| **Lecture (L)** | **3** | The student's knowledge is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's knowledge is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher, has difficulties in combining them into logical sequences and shows difficulties in drawing conclusions on their own.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight gaps in terms of knowledge in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight gaps in terms of knowledge in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully mastered the curriculum material. Can interpret facts and obtain information independently using various sources of knowledge. Effectively uses the knowledge and skills gained in other classes.  *The assignments the student was expected to complete during the exam were assessed and the result fell within the percentage range of 90-100%* |
| **Class (C)** | **3** | The student's skills are incomplete, random, and fragmented; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's skills are incomplete, random, and fragmented; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *Low effort in class (below 60% of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight skills gaps in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight skills gaps in the area of curricular content. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *Medium effort in class ( 60% - 89 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully mastered the skills. Can independently interpret facts and obtain information using various sources. Effectively uses the knowledge and skills gained in other classes.  *High effort in class ( over 90 % of the classes)*  *The assignments the student was expected to complete in order to pass (receive graded credit for) the class were assessed and the result fell within the percentage range of 90-100%* |
| **Project (P)** | **3** | The student's own project is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 50-59%* |
| **3,5** | The student's own project is incomplete, random and fragmentary; is able to interpret the most important issues with the help of an academic teacher; He has difficulty connecting them into logical sequences and shows difficulty in drawing conclusions on his own.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 60-69%* |
| **4** | The student has slight deficiencies in the completion of his own project. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task of a certain degree of difficulty and interpret it properly, proving cause-and-effect thinking.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 70-79%* |
| **4,5** | The student has slight deficiencies in the completion of his own project. With a little help and inspiration from an academic teacher, he/she is able to independently solve a task with a significant degree of difficulty and interpret it correctly, proving cause-and-effect thinking.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 80-89%* |
| **5** | The student has fully completed his own project. Can independently interpret facts and obtain information using various sources. Effectively uses the knowledge and skills gained in other classes.  *The assignment the student was expected to complete in order to pass (receive graded credit for) the project class was assessed and the result fell within the percentage range of 90-100%* |

1. **BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT**

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| **Category** | **Student's workload** | |
| **Full-time**  **studies** | **Extramural studies** |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/* | ***30*** | ***30*** |
| *Participation in lectures* | 10 | 10 |
| *Participation in classes, the project* | 20 | 20 |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | ***20*** | ***20*** |
| *Preparation for the lecture* | 5 | 5 |
| *Preparation for the classes, the project* | 5 | 5 |
| *Preparation for the exam* | 10 | 10 |
| *TOTAL NUMBER OF HOURS* | ***50*** | ***50*** |
| ECTS credits for the course of study | **2** | **2** |

***Accepted for execution*** *(date and legible signatures of the teachers running the course in the given academic year)*

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