University of Gdańsk

Subject card

Subject name and code	Methodology of teaching and education of students from the autism spectrum, PG_00150024						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject	2029/2030			
Education level	uniform Master's studies		Subject group	Obligatory subject group in the field of study Optional subject group			
Mode of study	full-time studies		Mode of delivery	at the university			
Year of study	5		Language of instruction	Polish			
Semester of study	9		ECTS credits	2.0			
Learning profile	academic		Assessment form				
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor	mgr Martyna Olszewska					
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	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	20.0	50	
Subject objectives	Introduction to diagnosing the educational needs of students on the autism spectrum; presentation of the support system for students with special educational needs in Polish schools; introduction to the issues of limitations and learning difficulties associated with Autism Spectrum Disorder (ASD); highlighting the importance of special interests in the lives of individuals on the autism spectrum; explanation of the contexts related to learning difficulties experienced by individuals with ASD.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.2A.K.1] is ready to show empathy to children and students who need support and help	The student is prepared to respond empathetically to the needs of children and students with ASD and to support them in overcoming learning and social functioning difficulties within the classroom.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
	[E.2A.U.1] Is able to analyze the methodology of early development support for a child with autism spectrum disorders; plan, implement and interpret a multi-specialist assessment of the level of functioning; plan didactic, educational and therapeutic work with children and adolescents with autism spectrum disorders; adapt educational requirements to the special educational needs of students with autism spectrum disorders; determine the principles of co-organization of didactic classes by a teacher supporting a student with autism spectrum disorders and other neurodevelopmental disorders; determine the role of specialist classes and comprehensive interdisciplinary rehabilitation and the methodology of individual rehabilitation classes for students with autism spectrum disorders; plan and implement the methodology of social skills training, the methodology of activation classes in a school group; develop the passions and interests of students with autism spectrum disorders; plan and implement career counseling and support the professional development of people with autism spectrum disorders	The student is able to analyze the educational needs of a student with autism spectrum disorder, plan and adapt teaching and educational methods to the student's capabilities, and create conditions that support the use of special interests in the learning process.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU4] test/exam - oral or written
	[E.2A.W.1] Knows and understands the methodology of early support for the development of a child with autism spectrum disorders and multi-specialist assessment of the level of their functioning; principles of planning didactic, educational and therapeutic work with children and adolescents with autism spectrum disorders; the need to adapt educational requirements to the special needs of students with autism spectrum disorders, principles of co-organizing didactic classes by a teacher supporting a student with autism spectrum disorders and other neurodevelopmental disorders; the role of specialist classes and comprehensive interdisciplinary rehabilitation and the methodology of individual rehabilitation classes for students with autism spectrum disorders; methodology of social skills training and activation classes in a school group; the importance of developing passions and interests, as well as the issues of career counseling and supporting the professional development of people with autism spectrum disorders	The student knows and understands the specifics of functioning of students with ASD in the school environment, as well as the principles of diagnosing their educational needs, planning educational and upbringing activities, and organizing support systems within the school.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report

Subject contents	- The unconventional nature of learning in individuals with ASD and the difficulties that may arise in working with students with ASD in this area (including difficulties related to change, lack of spontaneity and initiative, problems with imagination and creative thinking, stereotypical thinking and behavior);- Identification of methods and tools that enable students with ASD to master the curriculum content;- Forms and techniques for stimulating the cognitive and language development of students with ASD;- The use of new technologies in working with students with ASD;- The concept of neurodiversity in the approach to students with ASD.

<table>
<tr><td>Prerequisites and co-requisites</td><td colspan="3"></td></tr>
<tr><td>Assessment methods and criteria</td><td colspan="3"><table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>nie dotyczy</td><td>51.0%</td><td>50.0%</td></tr>
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<tr><td rowspan="3">Recommended reading</td><td>Basic literature</td><td colspan="2">Nie dotyczy.</td></tr>
<tr><td>Supplementary literature</td><td colspan="2">Nie dotyczy.</td></tr>
<tr><td>eResources addresses</td><td colspan="2">Adresy na platformie eNauczanie:</td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td colspan="3"></td></tr>
<tr><td>Work placement</td><td colspan="3">Not applicable</td></tr>
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