University of Gdańsk

Subject card

Subject name and code	Motnitoring and supervising of incusive influences, PG_00149999		
Field of study	Special Pedagogy		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2030/2031
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	5	Language of instruction	Polish
Semester of study	9	ECTS credits	4.0
Learning profile	academic	Assessment form	credit
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	70.0	100

Subject objectives	
	1. Introducing students to the topic of supervision in inclusive education models, objectives, process, and evaluation. 2. Demonstrating the advantages and potential of supervision for participants in the educational process within an inclusive setting. 3. Preparing students to evaluate the situation of a student with special educational needs within the inclusive system as part of supervisory activities.

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.2.K.1] Is ready to take responsibility for decisions made related to the organisation of the educational and therapeutic process in inclusive education;	The student is ready to take responsibility for decisions related to the organization and monitoring of support for students with extensive support needs.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
	[D.2.K.2] Is prepared to act in accordance with the principles of professional ethics in the process of recognizing special educational needs and determining therapeutic indications.	The student is prepared to act in accordance with professional ethics in the process of diagnosis and supervision in inclusive education.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
	[D.2.U.3] Is able to determine therapeutic areas and indications for a child or student with special educational needs	The student can define areas of support and therapeutic recommendations for students with extensive support needs within a supervision framework.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
	[D.2.U.4] Is able to design the evaluation process of individual educational program	The student is able to design the evaluation process for support activities provided to students with extensive support needs in an inclusive school.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report
	[D.2.W.1] Knows and understands the concept and process of diagnosing special educational needs; assumptions of differential and functional diagnosis; diagnostic criteria (ICD, DSM, ICF); selected tools for diagnosing educational needs	The student understands the importance of diagnosing and evaluating special educational needs in the context of support supervision. The student knows and understands the goals, models, and stages of supervision in inclusive education.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report

Subject contents

1. Areas of evaluation and supervision in inclusive education.

2. Models and concepts of supervision.

3. Evaluation as a tool for improving the inclusion process.

4. Evaluation techniques.

5. The role of the supervisor in relation to the teacher/teaching team.

6. The role of communication in supervision.

7. The supervision process in school from goal/contract to outcomes/evaluation practical exercises based on case studies.

8. How to initiate the supervision process in a school possibilities and limitations within the Polish education system.

9. The ecosystem model of inclusive early education.

10. Supervision in inclusive education in Poland and worldwide case studies.

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Nie dotyczy.	51.0%	100.0%

Recommended reading

Basic literature	Nie dotyczy.
Supplementary literature	Nie dotyczy.

	eResources addresses	
Example issues/ example questions/ tasks being completed	1.Completion of a final project analysis and evaluation of a student's situation in the process of inclusion in the education system, based on an interview conducted with individuals involved in this process. 2. Student presentations on selected models of supervision. 3.Case studies and practical exercises related to supervision, evaluation, and the supervision process.	
Work placement	Not applicable	

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