University of Gdańsk

Subject card

Subject name and code	Methodology of education in diverse groups in early education, PG_00149975		
Field of study	Special Pedagogy		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2028/2029
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	3	Language of instruction	Polish
Semester of study	5	ECTS credits	2.0
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	dr Marta Jurczyk	
	Teachers		

Lesson types							
	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	20.0	0.0	0.0	0.0	0.0	20
	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	20	0.0	30.0	50

Subject objectives	
	Acquaintance with the basic theoretical and practical trends in early school pedagogy.Raising awareness of the relationship between developmental psychology and instructional design.To familiarize students with the pedagogical and psychological conditions, content and methods of Polish, mathematical, natural and experimental education in diverse groups in younger grades.

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.3.U.3] is able to motivate a child and student with special educational needs; develop their curiosity, activity and independence, support motivation to learn	Is able to motivate a child and student with special educational needs in a diverse group at the early education stage; develop their curiosity, activity and independence,	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[D.3.W.1] Knows and understands the essence and advantages of open learning in inclusive education; the specificity of working in a diverse group, the principles of designing the school classroom space; cognitive styles and learning strategies and teaching styles in the context of a heterogeneous group	knows and understands the specific functioning of students with special educational needs in diverse groups at the early education stage; knows their potential, needs and limitations in the field of Polish, mathematics and natural science education	[SW4] test/exam - oral or written
	[D.3.W.2] Knows and understands the methodology of implementing open learning; models of individualized learning	and understands the methods of identifying, diagnosing and documenting (using information processing tools) the special needs of students with special educational needs in diverse groups at the early childhood education stage	[SW4] test/exam - oral or written
	[D.3.W.7] Knows and understands the models of cooperation between teachers and specialists and its consequences for the organization of educational activities	Knows and understands the models of cooperation between teachers and specialists in inclusive education at the early childhood education stage and the consequences of this cooperation for the organization of educational activities	[SW4] test/exam - oral or written
Subject contents	Foundations of younger student development and its relationship to instructional design. School maturity. Concept, ingredients, diagnosis. Controversies.Early Polish language education strategies, difficulties and overcoming them. Models of theories explaining the acquisition of language competences (behavioral, innate, interactional) and the resulting consequences for education. Initial learning to read and write: physiological and psychological bases of the reading and writing process. Early mathematics education strategies, difficulties and overcoming them. Developing maturity to learn mathematics at school. Functional teaching of mathematics. Problematizing mathematical educational situations at school. Reasons for math failureConstructing knowledge of animate and inanimate nature in conditions of cooperation and problem solving. The natural environment as an object of knowledge.Integration of content and knowledge in primary teaching in diverse groups theoretical and implementation misunderstandings		
Prerequisites and co-requisites	Positive grade in the subjects: Developmental psychology and Psychological foundations of education and upbringing		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written exam	51.0%	100.0%
Recommended reading	Basic literature	A.1.used during classes:Klus-Stańska D., Nowicka M., (2005), The senses and nonsense of early school education, Warsaw, WSiPCzelakowska D., (2004), Methodology of Polish language education for children at early school age, KrakówŻytko M. (2010), Let's let children speak and write: in the context of testing the language skills of third graders, Central Examination BoardGruszczyk-Kolczyńska E., Zielińska E., (2007), Children's mathematics, WSiP, Ed. IV, WarsawKlus-Stańska D., Dagiel M. (ed) (1999), Polish language education at the crossroads, OlsztynWasilewska A., (ed) (2007), Child-texts-meanings. Educational and development contexts, GdańskDąbrowski M., (2007), Let children think, Warsaw	
	Supplementary literature	A.2. for independent student workKalinowska A., (2010), Problem-based mathematical tasks in primary grades - between personal knowledge and its formalization, KrakówKlus-Stańska D. Kalinowska A., (2004), Developing mathematical thinking in younger students, WarsawKomorowska-Zielony A. (ed), (2008), Creative natural and mathematical activities in early school education, Gdańsk.Dylak S., (1998), Natural reasoning and communication of the youngest, Warsaw.Helm J. H., Katz L. G (2003), Little researchers. Project method in elementary education, Warsaw	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Not applicable		
Work placement	Not applicable		

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