University of Gdańsk

Subject card

Subject name and code	Methodology of teaching children with mild intellectual disability in inclusive education, PG_00149979		
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	6	ECTS credits	2.0
Learning profile	academic	Assessment form	exam
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	
	The aim of the course is to provide material for understanding the specifics of learning of a student with mild intellectual disabilities in inclusive education; the specifics of school work with this student (with attention to the methodology of work at the first educational stage); to inspire students to search for ways of work; to form a reflective attitude towards educational activities with a student with mild intellectual disabilities in inclusive educationTranslated with DeepL.com (free version)

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 observe, recognize and explain teaching situations related to the process of educating people with special educational needs, is prepared to conduct teaching classes with students with mild intellectual disabilities in inclusive education	[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 methods of identifying, diagnosing and documenting (using information processing tools) the special educational needs of students with mild intellectual disabilities, taking into account the specificity of functional diagnosis	[SW4] test/exam - oral or written
	[D.3.W.2] Knows and understands the methodology of implementing open learning; models of individualized learning	knows and understands the specific functioning of people with mild disabilities, including students with special educational needs; knows their potential, needs and limitations in the field of inclusive education	[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 and their consequences for the organization of classes for students with mild intellectual disabilities	[SW4] test/exam - oral or written
Subject contents	A. Problems of the lecture:Diagnosis and programming of work: educational sensitivity of children with intellectual disabilities, as a premise for planning work; core curriculum in planning the work of students.Methodological solutions in individual educational areas: polonistic, mathematical and social-natural education. Factors determining the school success of a student with mild intellectual disabilities in learning Polish; factors determining the school success of a student with mild intellectual disabilities in learning mathematics. The core curriculum and the capabilities of the student; selected activating methods and the development of students' competencies; practical solutions for testing student achievement.Educational goals vs. solutions for working with a student with mild intellectual disabilities at the first educational stage (with the Method of Work Centers) and lesson work at the second and third educational stages.Student and teacher mistakes as a source of teacher reflection.		
Prerequisites and co-requisites	Course credit: Fundamentals of special pedagogy		
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. Literature required for final course credit (passing the exam):A.1. used during the classSadowska S. (ed.), Teaching students with mild intellectual disabilities. Selected problems of theory and practice. Educational Publishing House, ed. Educational Publishing House Akapit, Toruń 2006, pp. 75-164; 165-252; 253-298,Wyczesany J., Mikrut A., Kształcenie zintegrowane dzieci o specjalnych potrzebach edukacyjnych, Wyd. AP, Kraków 2002.Mikrut A., Elementy metodyki nauczania początkowego dzieci upośledzonych umysłowo. Wyd. Naukowe AP, Kraków 2000.Pasternak E., Selected issues from the methodology of teaching in the higher grades of special elementary school for mentally retarded children in the light degree, Wyd. UMCS, Lublin 1991.Pasternak E., Materials from the methodology of education of mentally retarded in light degree. Wyd. UMCS, Lublin 1994.Kosakowski C. (ed.) Teaching and upbringing of people with mild mental retardation. Torun 2001; pp.139-287,Glodkowska J., Getting to know a special school student. Educational sensitivity of children with mild mental retardation. Diagnosis and interpretation, WSiP Publishing House, Warsaw 1999.Gruszczyk-Kolczyńska E., Children with specific difficulties in learning mathematics. Przyczyna, diagnoza, zajęcia korekcyjno-wyrównawcze, WSiP, Warszawa 1994, p.13-132.A.2. studied independently by the studentCurriculum basis for general education. MENGlodkowska J., Getting to know a student of the first grade of a special school. Wrażliwość edukacyjna dzieci upośledzonych umysłowo w stopniu lekkim. Diagnosis and interpretation, WSiP Publishing House, Warsaw 1999 (Student cognition sheet - appendix).Witkowski T., PAC and PAS methods in social revalidation of mentally retarded persons, COM MEN, Warsaw 1988.Witkowski T., To raise the level of social functioning of persons with mental retardation, FŚCEDS, Lublin, 1997 (PAC -2 and PAS tool - appendix).Bogdanowicz M., Method of Good Start, WSiP Warsaw 1999, chapter. 2.Bogdanowicz M., The Method of Good Start. Scale for evaluating the effectiveness of the Method of Good Start, Harmonia Publishing House, Gdańsk 2006.Głodkowska J., Let's help a child with mental retardation to experience space. Spatial orientation in theory, diagnosis and child development, WSPS Publishing House, Warsaw 2000; part III and IV.Gruszczyk - Kolczyńska E., Zielińska E., Dziecięca matematyka. A book for parents and teachers, WSiP Publishing House, Warsaw 1997, p.31-125,Montessori M., Discovering the child, chapter 3, 10, 11.Kosińska A., Polak A., Żliżka D., I teach with the method of work centers. Supporting materials for teachers. WSiP, Warsaw 1999, pp. 5-154Tkaczyk G., Methodology of teaching and initial upbringing in special school, UMCS Publishing House, Lublin 1996.Tkaczyk G., Serafin T. (ed.), Methodical guide for teachers educating students with mental retardation of light degree
	Supplementary literature	B. Supplementary literatureKwas L., IPET for a student with mild handicap in junior high school, (ORE Good Practice Bank).Balachowicz J., Paluszewski J. (ed.), Language skills of children with mental retardation to a light degree, WSPS Publishing House, Warsaw 1995.Bortnowski S., How to teach poetry, Warsaw 1998.Bortnowski S., Zdziwienia polonistyczne czyli o sztuce na lekcjach polskiego, Warsaw 2003.Gruszczyk - Kolczyńska E., Zielińska E., Dziecięca matematyka. Metodyka i scenariusze zajęć z sześciolatkami w przedszkolu, w szkole i w plackach integracyjnych, wyd. WSiP, Warszawa 2000.Siwek H., Activity-based teaching of mathematics. WSiP, Warsaw 1998.Siwek H., Mathematical abilities of special school students, WSiP publishing house, Warsaw 1996, pp.7-14; 131-152,Sapeta J., Method of automated counting based on the arrangement of numbers on stakes, publisher OW Impuls, Cracow 2003.Gruszczyk-Kolczyńska E., Zielińska E., Wspomaganie rozwoju umysłowego czterolatków i pięciolatków, wyd. WSiP, Warsaw 2004, p.79-279.Klus-Stańska D., Nowicka M., Senses and non-senses of early school education WSiP, Warsaw 2005.Taraszkiewicz M., How to teach even better. School full of people, Wyd. szkolne Arka, Poznań 2001.Kowalik-Olubińska M., W. Świętek, Uczymy inaczej. Integrated teaching in lower grades, Wyd. Adam Marszałek, Toruń 1999.Tkaczyk G. (ed.) Wybrane zagadnienia z metodyki nauczania i wychowania upośledzonych umysłowo. Lublin 1997.Gajdzica Z., Textbook in the process of education uc

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Example issues/ example questions/ tasks being completed	Not applicable	
Work placement	Not applicable	

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