University of Gdańsk

Subject card

Subject name and code	Supporting the development of a toddler's fun, PG_00150081		
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 Optional subject group 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	10	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	dr Joanna Doroszuk	
	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	nie dotyczy

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[E.1WW.W.2] has in-depth knowledge and understanding of the psychological and pedagogical foundations of early child development support and early therapeutic intervention; basics of neuropsychology; developmental psychology, including prenatal psychology; etiopathogenesis of developmental disorders and abnormalities; clinical psychology and psychopathology of a young child; development factors and the educational environment of a young child; the issue of disability and the risk of disability; types of disabilities in children and neurodevelopmental disorders, cerebral palsy, autism spectrum disorders, ADHD and language disorders; the issues of emotional and behavioral disorders in children, psychohygiene, prevention and early recognition of developmental disorders; principles of care and nurturing of a young child, psychoeducation and psychopedagogical support for parents or guardians of a child with developmental risks; principles of conducting training in educational skills; the role of play and activating methods in working with a young child; the role of socialization and socialization of the child; developmental psycholinguistics; the issue of shaping the child's speech and language, early learning to read in the norm and pathology, the risk of dyslexia, including its diagnosis and therapy; pedagogical methods in early support of child development; the role of supporting intellectual development; methods of augmentative and alternative communication (AAC); basics of sign language; the role of the computer, media and new technologies in supporting child development; principles of organizing care and upbringing of a young child in Poland; principles of organization, models	Knows and understands: developmental factors and the nurturing environment of the young child; the role of play and activating methods in working with the young child; the role of socialization and socialization of the child	[SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
	[E.1WW.U.3] Is able to analyze the course of rehabilitation of a child with motor function disorders, rehabilitation and auditory education of a child with hearing impairment, rehabilitation and development of vision skills of a child with vision impairment, rehabilitation and speech therapy of a child with speech disorders, rehabilitation of a child with early symptoms of autism spectrum disorders; apply methods of diagnosing disorders and abnormalities in development; determine the role of preverbal and non-verbal communication in early support of child development; implement therapeutic programs used in early support of child development and early intervention.	Can implement therapeutic programs used in early childhood development support and early intervention taking into account the importance of play in the process of supporting child development	[SU5] implementation of a problem task [SU6] demonstration of practical skills
	[E.1WW.K.2] is ready to use the acquired knowledge to analyze pedagogical events	is ready to use the acquired knowledge to analyze the process of supporting child development through play	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task
Subject contents	nie dotyczy		

Prerequisites and co-requisites	
Assessment methods and criteria	

Subject passing criteria	Passing threshold	Percentage of the final grade
nie dotyczy	70.0%	70.0%
nie dotyczy	60.0%	30.0%

Recommended reading	Basic literature	nie dotyczy
	Supplementary literature	nie dotyczy
	eResources addresses	
Example issues/ example questions/ tasks being completed	nie dotyczy	
Work placement	Not applicable	

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