

Subject card

Subject name and code	Pedeutology in special pedagogy, PG_00195381						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2026	Academic year of realisation of subject			2027/2028		
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	2	Language of instruction			Polish		
Semester of study	3	ECTS credits			3.0		
Learning profile	academic	Assessment form			exam		
Conducting unit	Division of Didactics and Adult Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Piotr Kowzan				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	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		45.0	75
Subject objectives	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[C.3.W.1] has in-depth knowledge and understanding of the basic problems of special education as an interdisciplinary science: concepts, objectives, tasks, principles and scope, historical context of care and rehabilitation of people with disabilities and socially maladjusted people in a historical perspective; contemporary trends in special education; common and specific problems of people with various disabilities (from microdeficiencies of the central nervous system to pervasive developmental disorders), socially maladjusted or gifted; the scale and dynamics of the disability phenomenon in Poland and in the world; systems of educating children and students with special educational needs in Poland and other countries; principles of equalizing educational opportunities; system of educating special educators;	The student knows and understands the concept of professionalism of a special educator in the context of the interdisciplinarity of special education; recognizes and explains the principles and goals of educating special educators in the historical and contemporary context; characterizes the specificity of the role of a special educator in relation to the challenges resulting from working with people with diverse educational needs; describes the historical conditions for the development of special education and their impact on the contemporary understanding of professionalism in the profession; analyzes contemporary trends in special education in the context of the development of knowledge, skills and social competences of a special educator; distinguishes the axiological and ethical foundations of fulfilling the role of a special educator.	[SW4] test/exam - oral or written
	[C.3.U.2] Is able to critically analyze support systems for children and students with special educational needs, using selected current conceptual approaches	The student critically analyses the models of professionalism of a special education teacher in the light of selected pedagogical concepts; assesses support systems from the axiological and ethical perspective of the role of a special education teacher; applies current conceptual approaches to the interpretation of educational and care practices; confronts different approaches to the role of a teacher with the practices of support systems for children and students with SEN.	[SU4] test/exam - oral or written
	[C.3.U.1] Is able to identify and interpret complex phenomena and systems of support for children and students with special educational needs, showing their connections with various scopes of special pedagogy and fields of social sciences, humanities, medicine and health sciences	The student identifies key phenomena related to the personal and professional development of a special educator in the context of support systems for people with SEN; interprets the relationships between the role of a special educator and the functioning of institutional and environmental forms of assistance to children and students with SEN; analyzes the importance of a special educator's professionalism in relation to contemporary models of educational and therapeutic support; diagnoses and assesses the impact of social, cultural and ethical factors on shaping the role of a special educator in support systems; combines the perspectives of special pedagogy, social sciences and medicine in interpreting the tasks of a pedagogue as a participant in the support network for people with SEN.	[SU4] test/exam - oral or written
	[C.3.K.3] Is ready for continuous professional development	The student appreciates the importance of reflection on her own professional development; is open to deepening her knowledge and skills in the area of special education; takes action for self-education and development of competences.	[SK4] test/exam - oral or written

	Course outcome	Subject outcome	Method of verification
	[C.3.K.2] Is ready to follow ethical principles when working with children and students with special educational needs	The student recognizes ethical dilemmas in the work of a special educator; is sensitive to the values and dignity of people with SEN in educational situations; takes into account ethical norms when reflecting on the role of a special educator.	[SK4] test/exam - oral or written
Subject contents	nie dotyczy		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	100.0%
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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