

**Subject card**

<b>Subject name and code</b>	Methodology of education in diversified groups in late primary and secondary schools, PG_00202471						
<b>Field of study</b>	Special Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2028/2029		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	6	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Karolina Tersa				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		5.0		15.0	50
<b>Subject objectives</b>	nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.3.K.1] Is ready to take responsibility for decisions made in inclusive education.	Is ready to take responsibility for decisions made in inclusive education at the second and third level of education	[SK1] oral statement/conversation/discussion
	[D.3.U.1] Is able to design classes for diverse groups of children and students	designs classes for diverse groups at the second and third stage of education	[SU6] demonstration of practical skills
	[D.3.U.2] Is able to select and adapt teaching resources to the needs of the child and student; develop teaching materials in accordance with the principles of universal design of classes; adapt the content and forms of tests to the capabilities of students with special educational needs	adapts tasks to a specific student profile; adapts textbooks, tests, and their assessment criteria	[SU6] demonstration of practical skills
	[D.3.U.4] Is able to use assessment that supports learning	is able to formulate an evaluation in such a way that it supports learning	[SU6] demonstration of practical skills
	[D.3.W.3] Knows and understands the concept and principles of universal design for learning	lists the principles of universal planning, which are important for work in subject teaching	[SW2] presentation/project/paper/report
	[D.3.W.5] Knows and understands teaching methods (conventional and unconventional teaching methods and their adaptation to the diverse needs of children and students, activating methods, project method, child and student research work), alternative ways of learning and flexible teaching	knows many activation methods, describes the project method in detail as enabling the implementation of the principles of individualization and cooperation	[SW5] implementation of a problem task
	[D.3.W.6] Knows and understands the organizational forms of work in the classroom (collective, group and individual work, student tutoring in inclusive classes); models of teaching in small groups in inclusive classes	identifies the advantages and disadvantages of individual forms of work in a lesson with a diverse group; justifies their use in various teaching situations	[SW2] presentation/project/paper/report
	[D.3.W.8] Knows and understands the methods and principles of monitoring progress and assessment in inclusive classes; the importance and methods of providing feedback to students in inclusive classes; assessment supported learning	proposes varied forms of assessment, depending on the teaching situation, the functioning of the student and the group;	[SW1] oral statement/conversation/discussion
[D.3.W.4] has in-depth knowledge and understanding of the role of new technologies in adapting teaching to the needs of children and students	proposes forms of using programs and applications that are useful for working in diverse teams at the pre-motor education stage	[SW1] oral statement/conversation/discussion	
Subject contents	nie dotyczy		
Prerequisites and co-requisites	nie dotyczy		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	nie dotyczy	50.0%	30.0%
	nie dotyczy	50.0%	13.0%
	nie dotyczy	70.0%	32.0%
	nie dotyczy	50.0%	25.0%
Recommended reading	Basic literature	nie dotyczy	
	Supplementary literature	nie dotyczy	
	eResources addresses		
Example issues/example questions/tasks being completed			
Work placement	Not applicable		

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