

Subject card

Subject name and code	Pedagogics of People with Sight Defficiency, PG_00207786						
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		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Joanna Belzyt				
	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		20.0	50
Subject objectives	Familiarity with the assumptions, tasks of the thyphlopedagogy. Acquiring knowledge about the development and rehabilitation of visually impaired persons. Basics of ophthalmology. Functional consequences of visual impairment. Functional assessment as a basis for planning therapeutic measures. Familiarity with the principles of adapting educational aids for the needs of the visually impaired student. Knowledge of the system of education of persons with visual disabilities. Knowledge of the principles of adapting the environment for the needs of people with visual disabilities.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[C.1.U.2] is able to use in-depth theoretical knowledge of special education and related disciplines in order to analyse and interpret the problems of life of disabled people, including educational, upbringing, care, cultural and assistance problems, as well as motives and patterns of human behaviour	The student is able to use knowledge of special pedagogy and tiflopedagogy to analyze and interpret the problems of life of people with disabilities, including educational, educational, caring, cultural and support problems, as well as motives and behaviors	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[C.1.U.3] is able to adapt activities to human development deficits; basing on knowledge about human development disorders is able to develop educational and rehabilitation tasks for a disabled person and their environment; able to adapt activities to human development deficits	The student is able to adapt activities to the developmental difficulties of a person, is able to develop educational and rehabilitation tasks for a person with visual impairment and his/her environment	[SU1] oral statement/conversation/discussion [SU4] test/exam - oral or written
	[C.1.W.3] knows and understands in depth the etiology and symptomatology of developmental disorders and human disabilities and their functioning	The student knows and understands the etiology and symptomatology of developmental disorders in people with visual impairments and their functioning	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[C.1.K.1] is ready to undertake pedagogical activities in a social environment and professional challenges; is ready to take responsibility for implementing individual and team professional activities for a person with a disability	The student is competent to undertake pedagogical activities in the social environment and professional challenges; he/she is ready to accept responsibility for the implementation of individual and team professional activities for a person with visual impairment	[SK1] oral statement/conversation/discussion
	[C.1.W.7] has in-depth knowledge of various subdisciplines of pedagogy and special pedagogy, including terminology, theory and methodology, extended and focused on practical applications	The student is familiar with the sub-disciplines of special education, terminology, theory and methodology, expanded and focused on practical applications (in the field of sensory difficulties)	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
Subject contents	goals, tasks, principles of tyflopädagogie definitions of blindness and low vision in medical, psychological, pedagogical and functional terms the process of vision development the causes of visual disability and the consequences resulting from damage to the visual analyzer, their importance for the student and teacher model of visual functioning functional assessment of vision planning of therapeutic measures the system of education of people with visual disabilities principles of adaptation of educational aids for the needs of a student with visual impairment basics of methodology of teaching people with visual impairment needs and opportunities of visually impaired persons compensation in education and rehabilitation of visually impaired persons		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	exam/problem-based colloquium	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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