

**Subject card**

<b>Subject name and code</b>	Methodology of Education in Diverse Groups in Early Education [Classes] , PG_00208455						
<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>	5	<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 Marta Jurczyk				
	<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	25.0	0.0	0.0	0.0	25
	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>	25		5.0		20.0	50
<b>Subject objectives</b>	Acquaintance with the basic theoretical and practical trends in early school pedagogy.Raising awareness of the relationship between developmental psychology and instructional design.To familiarize students with the pedagogical and psychological conditions, content and methods of Polish, mathematical, natural and experimental education in diverse groups in younger grades.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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	knows and understands the specific functioning of students with special educational needs in diverse groups at the early education stage; knows their potential, needs and limitations in the field of Polish, mathematics and natural science education	[SW2] presentation/project/paper/report [SW5] implementation of a problem task
	[D.3.K.1] Is ready to take responsibility for decisions made in inclusive education.	is ready to a greater extent to responsibly prepare, design and carry out pedagogical activities at the first stage of education in diverse groups	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task
	[D.3.U.1] Is able to design classes for diverse groups of children and students	is able to adapt activities to human development deficits and, on their basis, is able to develop educational tasks at the first stage of education in the field of Polish, mathematics or natural sciences	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [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	is able to observe, recognize and explain teaching situations related to the process of educating students with special educational needs in diverse groups at the early education stage, is prepared to conduct teaching activities in these groups	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task
	[D.3.U.4] Is able to use assessment that supports learning	is able to undertake practical pedagogical activities that help eliminate differences in groups of students from diverse educational, cultural, religious or ethnic backgrounds, including inclusive assessment	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task
	[D.3.W.3] Knows and understands the concept and principles of universal design for learning	Knows and understands the concept and principles of universal design of classes for a diverse group at the early childhood education stage	[SW1] oral statement/conversation/discussion [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 and understands the methods of identifying, diagnosing and documenting (using information processing tools) the special needs of students with special educational needs in diverse groups at the early childhood education stage	[SW2] presentation/project/paper/report [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	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 at the early childhood education stage	[SW1] oral statement/conversation/discussion [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	knows and understands the principles of inclusive assessment at the early childhood education stage in diverse groups	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work

Subject contents	<ol style="list-style-type: none"> <li>1. Contemporary methods of learning reading and writing (including alternative ones); critical analysis of contemporary textbooks, designing multi-level tasks in the field of reading and writing skills. Language education: vocabulary, phraseology and syntactic exercises; speaking at school; teaching spelling. Literary education: working with texts; reading in younger grades.</li> <li>2. Methodology of supporting the development of mental activities important for learning mathematics through fun, games and task situations. The role of manipulation of objects and activities on substitute sets. Methodological course of action in developing numerical concepts and accounting skills. Developing mathematical skills needed in real life situations. Educational games. Methods and strategies for solving standard and problem-based text tasks.</li> <li>3. Understanding and examining simple natural phenomena. Child observation and research workshop. Organization of the learning environment in the classroom. The natural environment as an object of knowledge. Types and importance of trips. Natural issues as centers of knowledge integration. Developing the child's ability to observe and analyze natural phenomena.</li> <li>4. Planning teaching and educational work in a diverse group at the first educational stage. Formulating educational goals. Designing educational situations. The research process in early childhood education.</li> <li>5. Textbooks, educational packages and teaching aids. Educational applications of media and information technology in working with children. Assessment at the first stage of education in diverse groups.</li> <li>6. Assessment of a child's school readiness. Children's social and emotional problems related to the start of school and ways of solving them in cooperation with parents, including children with special and specific educational problems in diverse groups.</li> </ol>											
Prerequisites and co-requisites	Positive grade in the subjects: Developmental psychology and Psychological foundations of education and upbringing											
Assessment methods and criteria	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Subject passing criteria</th> <th style="width: 30%;">Passing threshold</th> <th style="width: 30%;">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>Activity in class</td> <td>51.0%</td> <td>20.0%</td> </tr> <tr> <td>Final project</td> <td>51.0%</td> <td>80.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Activity in class	51.0%	20.0%	Final project	51.0%	80.0%
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	Activity in class	51.0%	20.0%									
Final project	51.0%	80.0%										
Recommended reading	<p>Basic literature</p> <p>A.1.used during classes:Klus-Stańska D., Nowicka M., (2005), The senses and nonsense of early school education, Warsaw, WSiPCzelakowska D., (2004), Methodology of Polish language education for children at early school age, KrakówŻyto M. (2010), Let's let children speak and write: in the context of testing the language skills of third graders, Central Examination BoardGruszczyk-Kolczyńska E., Zielińska E., (2007), Children's mathematics, WSIP, Ed. IV, WarsawKlus-Stańska D., Dągiel M. (ed) (1999), Polish language education at the crossroads, OlsztynWasilewska A., (ed) (2007), Child-texts-meanings. Educational and development contexts, GdańskDąbrowski M., (2007), Let children think, Warsaw</p>											
	<p>Supplementary literature</p> <p>A.2. for independent student workKalinowska A., (2010), Problem-based mathematical tasks in primary grades - between personal knowledge and its formalization, KrakówKlus-Stańska D. Kalinowska A., (2004), Developing mathematical thinking in younger students, WarsawKomorowska-Zielony A. (ed), (2008), Creative natural and mathematical activities in early school education, Gdańsk.Dylak S., (1998), Natural reasoning and communication of the youngest, Warsaw.Helm J. H., Katz L. G (2003), Little researchers. Project method in elementary education, Warsaw</p>											
	eResources addresses											
Example issues/ example questions/ tasks being completed	Not applicable											
Work placement	Not applicable											

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