

**Subject card**

<b>Subject name and code</b>	"School for All" - Upbringing in Inclusive Education [Classes] , PG_00208457						
<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>			4.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Iwona Lindyberg				
	<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		0.0		70.0	100
<b>Subject objectives</b>	Nie dotyczy						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.1.W.8] Knows and understands the principles of staff training in the field of inclusive education; areas of teacher competence in inclusive education; the system of support and professional development of teachers	Knows and understands the principles of personnel training in inclusive education; areas of competence of teachers in inclusive education, with particular emphasis on competence in anti-discrimination education), knows the specifics of the system of support and in-service training of teachers	[SW2] presentation/project/paper/report
	[D.1.W.5] Knows and understands the concept of common and specific needs of children and students and its consequences for the educational process	Knows and understands the concept of common and specific needs of children and students and its implications for the process of inclusive education.	[SW2] presentation/project/paper/report
	[D.1.W.3] Knows and understands social attitudes - stereotypes, stigmas; strategies for counteracting discriminatory attitudes	Knows and understands social attitudes and stereotypes, stigmas, stigma, and strategies to counter discriminatory attitudes toward people with disabilities	[SW2] presentation/project/paper/report
	[D.1.U.3] Is able to design research on the effectiveness of an inclusive education model	Can design research on the effectiveness of the inclusive education model in terms of strategies to break stereotypes and prejudices.	[SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[D.1.U.2] Is able to explain the process of social exclusion and indicate its consequences, using current theoretical knowledge in the field of special education in connection with the fields of social sciences and humanities	Can explain the process of social exclusion of students in a diverse classroom and indicate its consequences, using current theoretical knowledge of special pedagogy in connection with the fields of social sciences and humanities.	[SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[D.1.K.2] Is ready to consciously undertake social obligations related to the implementation of professional tasks as a special education teacher	Is ready to consciously undertake social obligations related to the social inclusion and implementation of the professional tasks of a special educator.	[SK2] presentation/project/paper/report [SK6] demonstration of practical skills
[D.1.W.2] has in-depth knowledge and understanding of the foundations and consequences of the exclusion process; the issue of disadvantaged groups; the threat of exclusion	Knows and understands ( in the context of the concept of SCHOOLS FOR ALL ) the basis and consequences of the exclusion process and also the issue of disadvantaged groups; threats of exclusion.	[SW2] presentation/project/paper/report	
Subject contents	Nie dotyczy		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Nie dotyczy	60.0%	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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