1.	**Field of study**	**Pedagogy**
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2023/2024 (winter term)
4.	Level of qualifications/degree	first-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

7.	**General information about the module**
Module name	**Psychopedagogical Diagnosis**
Module code	W6-PE-KT-S1-C6.DP
Number of the ECTS credits	3
Language of instruction	Polish
Purpose and description of the content of education	Celem zajęć jest zapoznanie studentów z funkcjami, zasadami i rodzajami diagnozy oraz poznanie wybranych metod i technik diagnozowania przebiegu rozwoju oraz trudności edukacyjnych dzieci i młodzieży. Studenci poznają wybrane metody, techniki i strategie diagnozy pedagogicznej i psychologicznej (w stopniu umożliwiającym w przyszłości współprace z diagnostą - pedagogiem i psychologiem). Moduł umożliwia studentom nabycie rozszerzonej wiedzy z zakresu diagnozy psychopedagogicznej, ze szczególnym uwzględnieniem osób ze specjalnymi potrzebami edukacyjnymi. Treści koncentrują się na omówieniu terminologii, technik diagnostycznych w psychologii i pedagogice, teoretycznych i praktycznych podstaw konstruowania narzędzi diagnostycznych. Student nabędzie umiejętności w realizacji diagnozy psychopedagogicznej dziecka ze specjalnymi potrzebami edukacyjnymi oraz diagnozy środowiska rodzinnego i szkolnego. Wszystkie efekty uczenia się zakładane w module planuje się osiągnąć w trakcie ćwiczeń i wykładów w bezpośrednim kontakcie z nauczycielami akademickimi, a także podczas pracy własnej studenta obejmującej przygotowanie do form weryfikacji efektów uczenia się, wymagań określonych w module.
List of modules that must be completed before starting this module (if necessary)	not applicable

8. Learning outcomes of the module

Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)
PE-KT-S1-C6.DP_K_1	student/studentka jest gotowy/a do przyjęcia odpowiedzialności za własne decyzje związane z organizacją procesu diagnostycznego i postdiagnostycznego (C.6.K1); jest gotów/gotowa do podejmowania współpracy z nauczycielami, specjalistami, rodzicami lub opiekunami, dziećmi i uczniami w poszukiwaniu przyczyn trudności; dzielenia się wiedza z nauczycielami prowadzącymi zajęcia z dzieckiem lub uczniem i jego rodzicami lub opiekunami na rzecz zapewnienia mu optymalnych warunków rozwoju w środowisku włączającym (C.6.K2)	KN3_K03	3
PE-KT-S1 _C6.DP_U_1	student/studentka potrafi analizować dokumenty i prace dziecka i ucznia pod kątem określenia jego możliwości i specjalnych potrzeb edukacyjnych oraz środowiskowych uwarunkowań jego funkcjonowania (C.6.U1); interpretować wyniki diagnozy pedagogicznej (C.6.U2). Potrafi konstruować proste narzędzia do diagnozy pedagogicznej (C.6.U3), planować ewaluację procesu edukacyjnoterapeutycznego dzieci i uczniów ze specjalnymi potrzebami edukacyjnym (C. 6.U4)	KN3_U01	3
PE-KT-S1-C6.DP_W_1	student/studentka zna i rozumie podstawy, cele, założenia, obszary i cechy diagnozy (C.6.W1); procedury badań diagnostycznych i eksperymentalnych w pedagogice specjalnej - analizy jakościowe i ilościowe (C.6.W2). Zna i rozumie	KN3_W02	2

	przydatność metod diagnostycznych w ocenie specyfiki zaburzeń w rozwoju (C.6.W3)		

9.	Methods of conducting classes	
Code	**Category**	**Name (description)**
a05	Lecture methods / expository methods	Explanation/clarification *explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps specified by the person teaching the course*
b01	Problem-solving methods	Problem-based lecture *an analysis of a selected scientific or practical problem accompanied by its assessment and an attempt to provide a solution to the issues presented in the lecture as well as the indication of the consequences of the proposed solution*
b04	Problem-solving methods	Activating method – discussion / debate *an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem*
b07	Problem-solving methods	Activating methods: a case study *a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon*
c02	Demonstration methods	Video show *reproducing a film or video material in its entirety or in fragments in order to illustrate the content taught in class, to submit it to analysis and evaluation or to use it as an exercise in image perception; a film/video can be a work of art, an illustration (also technical illustration) of a content/phenomenon/object, a private record of an action, a media image, etc.*
c07	Demonstration methods	Screen presentation *a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in the form of a projected image*
e01	Practical methods	Laboratory exercise / experiment *[also conducted as fieldwork] a method of practical application of knowledge; implemented in three stages: the recognition of a problem induced by the task content, the formulation of the problem and the attempt to solve it accompanied by the assessment of the effects; the goal is to acquire skills, abilities and habits, and to consolidate the acquired knowledge so that it becomes operational; the laboratory method assumes greater independence of learners than carrying out an experiment*
e08	Practical methods	Practice-as-research *also conducted as fieldwork; an activity aimed at confronting the acquired theory with practice through its practical application; students situate themselves in the reality they observe, study and transform through the prism of the theory; the method of practical classes is dominated by the application of knowledge to solving practical tasks*
f03	Methods of self-learning	Conceptual work *a (mainly intellectual) activity carried out independently (or in a selected group) resulting in the creation of a concept, idea or project; creating a plan based on a vision; developing a general outline of a project; producing a simplified sketch of the variant versions of a procedure/product/work*

10. Forms of teaching

Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
PE-KT-S1-C6.DP_fs_1	lecture	15	exam	PE-KT-S1-C6.DP_W_1	b01, b04, b07
PE-KT-S1-C6.DP_fs_2	practical classes	30	course work	PE-KT-S1-C6.DP_K_1, PE-KT-S1-C6.DP_W_1, PE-KT-S1_C6.DP_U_1	a05, b07, c02, c07, e01, e08, f03

11. The student's work, apart from participation in classes, includes in particular:

Code	Category	Name (description)	Is it part of the BUNA?
a01	Preparation for classes	Search for materials and review activities necessary for class participation *reviewing literature, documentation, tools and materials as well as the specifics of the syllabus and the range of activities indicated in it as required for full participation in classes*	No
a02	Preparation for classes	Literature reading / analysis of source materials *reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class*	No
a03	Preparation for classes	Developing practical skills *activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)*	Yes
a04	Preparation for classes	Consulting materials complementary to those indicated in the syllabus *agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation*	Yes
a05	Preparation for classes	Production/preparation of tools, materials or documentation necessary for class participation *developing, preparing and assessing the usefulness of tools and materials (e.g. aids, scenarios, research tools, equipment, etc.) to be employed in class or as an aid when preparing for classes*	No
b03	Consulting the curriculum and the organization of classes	Consulting the schedule *getting acquainted with the class schedule, possibly in the presence of the year tutor, in order to optimize participation in classes, including those supplementary to the core subjects listed in the pursued study programme*	Yes
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes *devising a task implementation strategy embracing the division of content, the range of activities, implementation time and/or the method(s) of obtaining the necessary materials and tools, etc.*	Yes
d01	Consulting the results of the verification of learning outcomes	Analysis of the corrective feedback provided by the academic teacher on the results of the verification of learning outcomes *reading through the academic teacher’s comments, assessments and opinions on the implementation of the task aimed at checking the level of the achieved learning outcomes*	Yes
e01	Activities complementary to the classes	Undertaking, on one’s own initiative and individually, activities aimed at expanding the scope or depth of the teaching content, also beyond the walls of the University *a set of activities undertaken independently and on the student's own initiative, aimed at expanding the depth and scope of knowledge and skills, their revision and repetition, retention or verification, also*	No

		activities carried outside the university, e.g., in a culture promoting or educational institution, a laboratory, in the open air, etc.; also self-education	

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: https://usosweb.us.edu.pl.