University of Silesia in Katowice

1.	Field of study	Special Education
2.	Faculty	Faculty of Social Sciences
3.	Academic year of entry	2023/2024 (winter term), 2024/2025 (winter term), 2025/2026 (winter term)
4.	Level of qualifications/degree	long-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

7.	General information about the module	
Module name		Organization of psychological and educational support in kindergarten and school
Module code		PS_D2_OPP
Number of the ECTS credits		4
Language of instruction		Polish
Purpose and description of the content of education		Podstawowym celem modułu jest zapoznanie studenta z procedurami udzielania pomocy psychologiczno-pedagogicznej w przedszkolach i szkołach. Moduł przygotowuje studenta do diagnozowania sytuacji dzieci i młodzieży, uwzględniając ich funkcjonowanie w sferze fizycznej, emocjonalnej i społecznej z uwzględnieniem mocnych obszarów i potencjałów w funkcjonowaniu uczniów, z wykorzystaniem różnorodnych narzędzi diagnostycznych (diagnoza funkcjonalna) - konstruowania wielospecjalistycznej oceny poziomu funkcjonowania ucznia, współpracy w zespole. Moduł umożliwia także zdobycie wiedzy z zakresu planowania, konstruowania, ewaluacji oraz praktycznego wdrażania indywidualnych programów edukacyjno-terapeutycznych, ich podstaw prawnych i merytorycznych. Student zdobywa umiejętności pracy zespołowej oraz wykorzystywania wiedzy interdyscyplinarnej. Wszystkie efekty uczenia się zakładane w module planuje się osiągnąć w trakcie zajęć w kontakcie bezpośrednim 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)		[PS_C3_PS] Special education

8.	Learning outcomes of the module		
Code	Description	Learning outcomes of the programme	Level of competenc (scale 1-5)
PS_D2_OPP _1	W zakresie wiedzy absolwent zna i rozumie założenia oraz zasady planowania i konstruowania konstruowania wielospecjalistycznych ocen poziomu funkcjonowania ucznia oraz indywidualnych programów edukacyjno--terapeutycznych , zasady i metody ich ewaluacji.	KN3_W09 KN3_W10 KN3_W11 KN3_W12	4 4 4 4
PS_D2_OPP _2	W zakresie umiejętności absolwent potrafi zaprojektować proces ewaluacji indywidualnych programów edukacyjnych.	KN3_U05 KN3_U07 KN3_U08	4 4 4
PS_D2_OPP _3	W zakresie kompetencji absolwent jest gotów do przyjęcia odpowiedzialności za podejmowane decyzje związane z organizacją procesu diagnostyczno-edukacyjno-terapeutycznego w edukacji włączającej.	KN3_K02 KN3_K03	4 4

| | | KN3_K06 | 4 |
| | | KN3_K07 | 4 |

9.	Methods of conducting classes		
Code	**Category**	**Name (description)**	
b02	Problem-solving methods	**Lecture-discussion** *transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up*	
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*	
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*	
d01	Programmed learning methods	**Working with a computer** *e.g., Webquest; implementation of educational tasks using electronic and digital devices, computer programs and Internet applications; the academic teacher acts as a consultant; students' work is carried out step by step according to the plan laid own by the person teaching the course and following his instructions, and proceeds towards producing the indicated results within the set deadline*	
e04	Practical methods	**Project scheduling** *proceeding according to the steps proposed within a specific methodology for the completion of a task; e.g., identifying project objectives, determining the result, identifying strengths, limitations, opportunities and threats (SWOT), establishing a schedule of activities, assessing resources, establishing an implementation plan; the initial diagnosis; the reassessment of assumptions; the process of preparing the practical implementation of a project*	
f01	Methods of self-learning	**Self-education** *a method which involves independent acquisition of knowledge, skills and social competences, extending their scope and quality; complementary to the learning process taking place in class; taking on the task of developing and adjusting qualifications on one's own; self-study*	
f02	Methods of self-learning	**Individual work with a text** *searching for and acquiring new information using textbooks and other written sources (including their digital versions); searching for texts, selecting fragments for analysis/interpretation, using other texts to solve a problem related to the studied issue*	

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
PS_D2_OPP_fs1	lecture	15	exam	PS_D2_OPP_1	b02, c07, f01, f02
PS_D2_OPP_fs2	practical classes	15	course work	PS_D2_OPP_2, PS_D2_OPP_3	b04, b07, d01, e04, f01, f02

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*	Yes
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content *reading through the syllabus and getting acquainted with its content*	Yes
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions *consulting the content of the syllabus, possibly in the presence of the year tutor or members of the class group, and, if necessary, reassessing the provisions concerning special conditions for class participation, e.g., space and time requirements, technical and other requirements, including conditions for participation in classes outside the walls of the university, classes organized in blocks, organized online, etc.*	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
c02	Preparation for verification of learning outcomes	Studying the literature used in and the materials produced in class *exploring the studied content, inquiring, considering, assimilating, interpreting it, or organizing knowledge obtained from the literature, documentation, instructions, scenarios, etc., used in class as well as from the notes or other materials/artifacts made in class*	No
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/examination completion *a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory*	Yes

		phase/element of the verification of the learning outcomes assigned to the course	
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
d02	Consulting the results of the verification of learning outcomes	Development of a corrective action plan as well as supplementary/corrective tasks *reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade*	Yes

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.