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| 1. | <b>Field of study</b>          | <b>Pedagogy</b>            |
| 2. | Faculty                        | Faculty of Social Sciences |
| 3. | Academic year of entry         | 2024/2025 (winter term)    |
| 4. | Level of qualifications/degree | first-cycle studies        |
| 5. | Degree profile                 | general academic           |
| 6. | Mode of study                  | part-time                  |

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| 7.  | <b>General information about the module</b> |   |
| <b>Module name</b>  |   | <b>Methods of corrective and compensatory classes</b>   |
| Module code   |   | ET19  |
| Number of the ECTS credits  |   | 5   |
| Language of instruction   |   | Polish  |
| Purpose and description of the content of education                               |   | The purpose of the module is to equip students with the knowledge and methodological skills necessary to organize and conduct corrective-compensatory classes with a child/student manifesting developmental disorders and deviations, including special educational needs. |
| List of modules that must be completed before starting this module (if necessary) |   | not applicable  |

| 8.      | <b>Learning outcomes of the module</b>  |                                    |                                |  |
|---------|---|------------------------------------|--------------------------------|--|
| Code    | Description   | Learning outcomes of the programme | Level of competenc (scale 1-5) |  |
| E.2K.K1 | ready to show empathy to children and students in need of support and assistance;   | KN3_K01<br>KN3_K02                 | 2<br>2                         |  |
| E.2K.U2 | Can analyze the methodology of corrective-compensatory classes, methodical aspects of cooperation with parents, guardians, teachers and specialists; analyze and apply methods of therapy in learning reading, writing and mathematics education; use selected diagnostic tools for pedagogical diagnosis conducted in a kindergarten, school or psychological-pedagogical clinic; apply therapeutic methods in working with a child at risk of specific learning difficulties and with a student with specific learning difficulties; design the process of supporting the child or student, parents or guardians and teachers working with a child at risk of specific learning difficulties and a student with specific learning difficulties; | KN3_U05<br>KN3_U07<br>KN3_U10      | 2<br>2<br>2                    |  |
| E.2K.U3 | Is able to plan and implement preventive measures to prevent learning difficulties; use the workshop of a pedagogical therapist; construct and evaluate individual and group corrective-compensatory plans;   | KN3_U07<br>KN3_U11                 | 2<br>2                         |  |
| E.2K.W2 | knows and understands the methodology of corrective-compensatory classes; methodological aspects of cooperation with parents, guardians, teachers and specialists; methods of therapy in learning to read, write and mathematics education; selected diagnostic tools for pedagogical diagnosis carried out in a kindergarten, school or psychological and pedagogical clinic; therapeutic methods used in working with a child at risk of specific learning difficulties and a student with specific learning difficulties; principles of providing support to the student, parents, guardians and teachers working with a child at risk of specific learning difficulties and a student with specific learning difficulties;                    | KN3_W05<br>KN3_W09<br>KN3_W11      | 2<br>2<br>2                    |  |

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| E.2K.W3 | Knows and understands preventive measures to prevent learning difficulties; the workshop of a pedagogical therapist; how to construct and evaluate individual and group corrective-compensation plans; | KN3_W11 | 2 |
|         |  | KN3_W12 | 2 |

| 9. Methods of conducting classes |                                      |  |
|----------------------------------|--------------------------------------|--|
| Code                             | Category                             | Name (description)   |
| a03                              | Lecture methods / expository methods | Description<br><i>a description of objects, phenomena, processes or people; it involves specifying the structure and characteristic features of the object, phenomenon, or process being described; it is usually accompanied by a demonstration of the described object or by its models, drawings, tables, charts, etc.; a description may take the form of an explanation, classification, justification or comparison</i>  |
| b04                              | Problem-solving methods              | Activating method – discussion / debate<br><i>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</i> |
| b07                              | Problem-solving methods              | Activating methods: a case study<br><i>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</i>   |
| b08                              | Problem-solving methods              | Activating method – peer learning<br><i>learning through the exchange of knowledge in a group/team/pair of students, i.e., in the so-called learning cell; a kind of mutual learning; an approach focused on student activity under the guidance of the person teaching the course; a learning situation where students with a similar level of experience learn from one another</i>  |
| b09                              | Problem-solving methods              | Activating method – flipped classroom<br><i>anticipatory learning; work in class is based on previously studied material indicated by the person teaching the course; preparation outside the classroom serves the purpose of getting familiar with the issues whose knowledge is necessary for participating in the in-class discussion and the training in the related practical skills; the activity is based on the work of students under the guidance of the person teaching the course</i>  |
| c08                              | Demonstration methods                | Value-based methods – affective methods<br><i>methods of participating in exhibited moral, social, aesthetic and scientific values; activities evoking genuine emotional reactions to works/objects/actions; a method which activates an emotional response to the presented content, intensifies attention, depth of experience and a reflection on values</i>  |
| d03                              | Programmed learning methods          | Working with another teaching tool<br><i>e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools</i>  |
| e04                              | Practical methods                    | Project scheduling<br><i>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</i>  |
| f01                              | Methods of self-learning             | Self-education<br><i>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</i>   |

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|     |                          | <i>qualifications on one's own; self-study</i>  |
| f02 | Methods of self-learning | Individual work with a text<br><i>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</i> |

| 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                    |
| 01                    | practical classes | 20              | course work                                       | E.2K.K1, E.2K.U2, E.2K.U3, E.2K.W2, E.2K.W3 | a03, b04, b07, b08, b09, c08, d03, 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? |
| a03  | Preparation for classes   | Developing practical skills<br><i>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)</i>  | Yes                     |
| a04  | Preparation for classes   | Consulting materials complementary to those indicated in the syllabus<br><i>agreeing on materials complementary to those indicated in the syllabus, supporting the implementation of tasks resulting from or necessary for class participation</i>   | Yes                     |
| a05  | Preparation for classes   | Production/preparation of tools, materials or documentation necessary for class participation<br><i>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</i>  | Yes                     |
| b01  | Consulting the curriculum and the organization of classes       | Getting acquainted with the syllabus content<br><i>reading through the syllabus and getting acquainted with its content</i>  | Yes                     |
| b02  | Consulting the curriculum and the organization of classes       | Verification / adjustment / discussion of syllabus provisions<br><i>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.</i> | Yes                     |
| c02  | Preparation for verification of learning outcomes               | Studying the literature used in and the materials produced in class<br><i>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</i>   | Yes                     |
| c03  | Preparation for verification of learning outcomes               | Implementation of an individual or group assignment necessary for course/phase/<br>examination completion<br><i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course</i>  | 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<br><i>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</i>   | Yes                     |

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| d02 | Consulting the results of the verification of learning outcomes | Development of a corrective action plan as well as supplementary/corrective tasks<br><i>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</i> | Yes |
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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>.