1.	Field of study	Pedagogy
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2025/2026 (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		**Fundamentals of Pedagogy of People with Autism Spectrum**
Module code		W6-PE-SR-S1-PPSA
Number of the ECTS credits		3
Language of instruction		Polish
Purpose and description of the content of education		Celem modułu jest zapoznanie studentów z terminologią pedagogiki osób ze spektrum autyzmu, problematyką tej subdyscypliny pedagogiki specjalnej, w tym specyfiki zaburzeń rozwojowych jakimi są zaburzenia ze spektrum autyzmu etiologii, metod diagnozowania i rewalidacji oraz społecznego funkcjonowania osób ze spektrum autyzmu.
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)**
W6-PE-SR-S1-PPSA_K_1	student/studentka jest odpowiedzialny za własne przygotowanie do pracy, podejmowane decyzje i prowadzone działania oraz ich skutki; przestrzega zasad etyki zawodowej pedagoga specjalnego.		K_K03	4
W6-PE-SR-S1-PPSA_U_1	student/studentka konstruuje i realizuje w ramach pracy indywidualnej projekt własnych działań rewalidacyjnych, dobierając odpowiednie metody, treści i środki dydaktyczne, uwzględniające specjalne potrzeby edukacyjne uczniów ze spektrum autyzmu.		KN3_U01	3
W6-PE-SR-S1-PPSA_W_1	student/studentka posiada wiedzę dotyczącą koncepcji rehabilitacji, edukacji i terapii uczniów ze spektrum autyzmu i rozumie różnorodne uwarunkowania tych procesów.		KN3_W05	3
W6-PE-SR-S1-PPSA_W_2	student/studentka posiada wiedzę na temat kategorii i pojęć pedagogiki specjalnej, uwzględniając wiedzę na temat podstaw pedagogiki osób ze spektrum autyzmu, obejmującą terminologię i teorie.		K_W01	3
W6-PE-SR-S1-PPSA_W_3	posiada wiedzę na temat rozwoju człowieka w aspekcie biologicznym, psychologicznym i społecznym oraz powstawania patomechanizmów zaburzeń ze spektrum autyzmu.		KN3_W02	4

9.	Methods of conducting classes		
Code	**Category**	**Name (description)**	
a01	Lecture methods / expository methods	Formal lecture/ course-related lecture *a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided*	

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*
b08	Problem-solving methods	Activating method – peer learning *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*
b09	Problem-solving methods	Activating method – flipped classroom *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*
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*
d03	Programmed learning methods	Working with another teaching tool *e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools*
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
PE-SR-S1-PPSA_fs_1	practical classes	15	course work	W6-PE-SR-S1-PPSA_K_1, W6-PE-SR-S1-PPSA_U_1, W6-PE-SR-S1-PPSA_W_1	b04, b07, b08, b09, c07, d03, e04, f02
PE-SR-S1-PPSA_fs_2	lecture	15	course work	W6-PE-SR-S1-PPSA_W_1, W6-PE-SR-S1-PPSA_W_2, W6-PE-SR-S1-PPSA_W_3	a01, b02, c07, f01

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
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
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
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 phase/element of the verification of the learning outcomes assigned to the course*	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

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.