

1.	Field of study	Pedagogy: Pre-School Education and Early School Education
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2025/2026 (winter term)
4.	Level of qualifications/degree	long-cycle studies
5.	Degree profile	general academic
6.	Mode of study	part-time

7.	General information about the module	
Module name		Correction of Children's Developmental Disorders
Module code		PP-C-KZRD
Number of the ECTS credits		2
Language of instruction		Polish
Purpose and description of the content of education		Moduł koncentruje się na zagadnieniach dotyczących różnic pomiędzy rozwojem prawidłowym a zaburzonym, biologicznych i społecznych przyczyn zaburzeń rozwoju i zachowania dzieci w wieku przedszkolnym i młodszym wieku szkolnym oraz umiejętności wielostronnej analizy tych uwarunkowań z uwzględnieniem teorii, czynników ryzyka, klasyfikacji zaburzeń rozwoju i zachowania, a także na projektowaniu działań pedagogicznych, z uwzględnieniem spersonalizowanych programów korygujących, dydaktyczno-wychowawczych.
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)	
PP-C-KZRD_1	studentka/student zna i rozumie zadania edukacji przedszkolnej i wczesnoszkolnej w zakresie wspierania rozwoju dziecka/ucznia o specjalnych potrzebach rozwojowych, edukacyjnych, uwarunkowanych niepełnosprawnością, czy innymi przyczynami biopsychospołecznymi, przejawiającymi się w obszarze rozwoju fizyczno-ruchowego, poznawczego i emocjonalno-społecznego; zna i rozumie przejawy trudności w rozwoju, zachowaniu, ich klasyfikacje, a także potrzebę wykorzystywania w pracy z dzieckiem/ucniem informacji uzyskanych na jego temat od specjalistów, w tym psychologa, logopedy, pedagoga, lekarza, oraz rodziców lub opiekunów i zasady tworzenia, doboru zadań rozwojowych oraz spersonalizowanych programów terapeutycznych, edukacyjnych (C.W1; C.W2; C.W3; F.W2; F.W3; F.W4)	PP_W_03 PP_W_13	4 4	
PP-C-KZRD_2	studentka/student potrafi rozpoznawać potrzeby i możliwości dzieci/uczniów, określić optymalne sposoby organizowania środowiska edukacyjnego oraz wspomagania dziecka/ucznia i jego rodziców lub opiekunów, a także projektować, dobierając i wykorzystując dostępne materiały i metody pracy, adekwatnie do celów zajęcia terapeutyczne i działania pedagogiczne oraz ocenić skuteczność procesu wykrywania, identyfikowania i zaspakajania specjalnych potrzeb rozwojowych, edukacyjnych dziecka w wieku przedszkolnym i ucznia w młodszym wieku szkolnym, a także wykorzystywać proces oceniania pracy uczniów do stymulowania ich samooceny i pracy nad własnym rozwojem (C.U1; C.U2; C.U4; C.U8; F.U2,F.U3)	PP_U_02 PP_U_03 PP_U_04 PP_U_09	4 4 4 3	
PP-C-KZRD_3	studentka/student przejawia gotowość do budowania relacji wzajemnego zaufania między wszystkimi podmiotami procesu wychowania i kształcenia, w tym rodzicami/opiekunami dziecka/ucznia, oraz włączania ich w działania sprzyjające efektywności edukacji oraz do przestrzegania zasad etycznego postępowania w procesie wychowania i	PP_K_01 PP_K_03	3 4	

	kształcenia dzieci lub uczniów ze specjalnymi potrzebami rozwojowymi lub edukacyjnymi (C.K3; F.K1)		
9. Methods of conducting classes			
Code	Category	Name (description)	
a01	Lecture methods / expository methods	Formal lecture/ course-related lecture <i>a systematic course of study involving a synthetic presentation of an academic discipline; its implementation assumes a passive reception of the information provided</i>	
a05	Lecture methods / expository methods	Explanation/clarification <i>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</i>	
b02	Problem-solving methods	Lecture-discussion <i>transmission of content involving interaction with the lecture audience; discussion of lecture-related issues is one of its elements or constitutes its follow-up</i>	
b04	Problem-solving methods	Activating method – discussion / debate <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 <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>	
c02	Demonstration methods	Video show <i>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.</i>	
e06	Practical methods	Observation <i>also conducted as fieldwork; a method of watching phenomena, objects or people in a systematic/planned way in order to gain knowledge about them; perceptual separation of elements of a model action as an element of learning through imitation; a complex system of cognition based on sensory experiences</i>	
f03	Methods of self-learning	Conceptual work <i>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</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
PP-C-KZRD_fns_1	lecture	10	exam	PP-C-KZRD_1	a01, b02, c02
PP-C-KZRD_fns_2	practical classes	10	course work	PP-C-KZRD_2, PP-C-KZRD_3	a05, b04, b07, e06, f03
11. The student's work, apart from participation in classes, includes in particular:					
Code	Category	Name (description)			Is it part of the BUNA?
a02	Preparation for classes	Literature reading / analysis of source materials <i>reading the literature indicated in the syllabus; reviewing, organizing, analyzing and selecting source materials to be used in class</i>			No
a04	Preparation for classes	Consulting materials complementary to those indicated in the syllabus <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
b01	Consulting the curriculum and the organization of classes	Getting acquainted with the syllabus content <i>reading through the syllabus and getting acquainted with its content</i>			No
b02	Consulting the curriculum and the organization of classes	Verification / adjustment / discussion of syllabus provisions <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
c01	Preparation for verification of learning outcomes	Determining the stages of task implementation contributing to the verification of learning outcomes <i>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.</i>			Yes
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/ examination completion <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>			No
d02	Consulting the results of the verification of learning outcomes	Development of a corrective action plan as well as supplementary/corrective tasks <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

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>.