

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		Psychopedagogical Diagnosis of Children in Kindergarten and Grades I-III
Module code		PP-H-DPD
Number of the ECTS credits		4
Language of instruction		Polish
Purpose and description of the content of education		Celem przedmiotu jest nabycie przez osoby studiujące wiedzy, umiejętności praktycznych i kompetencji do poprawnego diagnozowania poziomu rozwoju dzieci. Zapoznanie z narzędziami diagnostycznymi i zasadami interpretacji wyników diagnozy ma umożliwić sprawną i wartościową pracę nauczyciela przedszkola i klas I-III w aspekcie zadań diagnostycznych, profilaktycznych i korekcyjnych. Efekty uczenia się będą realizowane w ramach wykładów, ćwiczeń i pracy własnej.
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-H-DPD_1	studentka/student zna i rozumie teorie, koncepcje i modele rozpoznawania cech rozwoju i funkcjonowania dziecka w wieku przedszkolnym i ucznia w młodszym wieku szkolnym odpowiednio u progu wychowania przedszkolnego i pierwszego etapu edukacji ogólnokształcącej (klasa I szkoły podstawowej) jako podstawy wspomagania rozwoju dziecka/ucznia na etapie wczesnej edukacji (H.W1) oraz metodykę wykonywania zadań związanych z procesem diagnozy – normy, procedury i dobre praktyki przy uwzględnieniu podstaw prawnych, funkcji oceniania jako wspierania rozwoju dziecka w wieku przedszkolnym i ucznia w młodszym wieku szkolnym oraz zasady konstruowania narzędzi oceny pedagogicznej (H.W2), a także zagadnienia ewaluacji edukacyjnej (H.W5) i związane z oceną jakości pracy nauczyciela i jakości pracy przedszkola i szkoły, w tym podstawy prawne, teorie, cele, metody i formy (H.W4)	PP_W_02 PP_W_10 PP_W_14 PP_W_15	5 5 5 5	
PP-H-DPD_2	studentka/student potrafi rozpoznawać indywidualne cechy rozwoju i uczenia się dzieci mających rozpocząć edukację przedszkolną i naukę w klasie I szkoły podstawowej oraz potrzeby edukacyjne i zainteresowania dzieci w wieku przedszkolnym i uczniów w młodszym wieku szkolnym oraz na tej podstawie zaprojektować działania pedagogiczne (H.U1, H.U3) oraz dobierać, tworzyć, modyfikować materiały, środki oraz metody adekwatne do celów diagnostycznych i konstruować poprawne narzędzia diagnozy oraz projektować ścieżkę własnego rozwoju zawodowego, dokonywać jego autoewaluacji (H.U2, H.U5) i rozpoznać i scharakteryzować wymierne i niewymierne rezultaty pracy nauczyciela (H.U4)	PP_U_02 PP_U_09 PP_U_14	5 5 5	
PP-H-DPD_3	studentka/student przejawia gotowość do etycznego postępowania w procesie diagnozy, budowania relacji opartej na wzajemnym zaufaniu między wszystkimi podmiotami procesu edukacyjnego oraz do oceniania rezultatów procesu terapeutycznego i do ciągłego podnoszenia poziomu własnej wiedzy, umiejętności i kompetencji społecznych w procesie	PP_K_01 PP_K_05	5 5	

	diagnozowania (H.K1; H.K2)		
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>	
c07	Demonstration methods	Screen presentation <i>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</i>	
d03	Programmed learning methods	Working with another teaching tool <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>	
e07	Practical methods	Simulation <i>an indirect method; imitating reality in order to gain experience approximating a real one; recreating a real-world situation so that its participant can acquire an experience close to the authentic one; work on "replacement" material</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-H-DPD_fns_1	lecture	10	exam	PP-H-DPD_1	a01, b02, c07
PP-H-DPD_fns_2	practical classes	10	course work	PP-H-DPD_2, PP-H-DPD_3	a05, b04, b07, d03, e07, 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 <i>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</i>		No
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
a03	Preparation for classes	Developing practical skills <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>		No
a05	Preparation for classes	Production/preparation of tools, materials or documentation necessary for class participation <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>		No
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
c02	Preparation for verification of learning outcomes	Studying the literature used in and the materials produced in class <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>		No
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
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		Yes



		<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>	
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>.