

1.	Field of study	Pedagogy
2.	Faculty	Faculty of Fine Arts and Educational Science
3.	Academic year of entry	2020/2021 (winter term), 2021/2022 (winter term)
4.	Level of qualifications/degree	second-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

Module: Diagnosis and educational support in a culturally diverse environment

Module code: 12-PE-RM-S2-DWE

1. Number of the ECTS credits: 1

2. Learning outcomes of the module			
code	description	learning outcomes of the programme	level of competence (scale 1-5)
_K_1	Is aware of the level of his/her knowledge, diagnostic skills and the ethical dimension of diagnosis; understands the need of constant professional training, especially of searching for new diagnostic methods and tools, makes self-assessment of his/her own competences and perfects his/her skills; notices the significance of adjusting various supporting activities to the needs and problem situations of people from culturally diversified environments	K_K01 K_K05 KN_K01 KN_K05	3 3 3 3
_U_1	can apply knowledge in a particular diagnostic situation in regard to the specificity of the individual, group or institution; uses critical analysis of available research tools taking into account reliability, aptness and objectivism; diagnoses the consequences of diversification of human behaviour in aiding practice	KN_U05 K_U02 K_U04 K_U07 K_U10	3 3 3 3 3
_U_2	can construct simple diagnostic tools on his/her own and verify the sense of their application in educational activities	KN_U14 K_U06	3 3
_W_1	has extended knowledge of the assumptions of the diagnostic process in regard to the specificity of institutional environments and culturally diversified communities; has basic knowledge of conducting proper diagnostic process concerning migrants, refugees, repatriates, members of ethnic and national minorities; has extended knowledge of the methodological principles of properly conducted diagnosis, knows the terminology used in pedagogy and related disciplines which is applied in the process of psychopedagogical diagnosis; knows how to select appropriate therapeutic methods and techniques for particular educational partners; has well-organized knowledge of ethical principles and norms of conducting diagnosis and using its results; has the knowledge concerning diagnosing acculturation problems and needs of people from different cultural groups	KN_W06 KN_W08 K_W01 K_W04 K_W06 K_W08 K_W16	3 3 3 3 3 3 3

3. Module description

Description	The course of the module educational diagnosis and support in culturally diversified environment enables students to broaden their knowledge of educational diagnostics (including methodological assumptions). Students deepen the knowledge concerning basic diagnostic studies, such as test, psychometric and sociometric studies. The didactic contents allows for learning the possibilities of diagnosing culturally diversified environments by using the existing and independently constructed diagnostic tools. The ways of implementing the contents should help students to acquire the skill of constructing their own diagnostic tools, to carry out critical analysis of the existing tools used in psychopedagogical and resocialization diagnostics and to realize the necessity of the individual approach to young charges and of the specificity of their cultural environment. The classes aim at presenting diagnosis as the basis for planning educational support for a learner who is different (in any respect) and of taking into consideration various forms of work with immigrants, refugees and repatriates as well as providing proper conditions for shaping students' skills necessary to apply their knowledge in diagnosing, designing, organizing aid and support for people experiencing cultural change.
Prerequisites	The knowledge of the contents of diagnosis in resocialization is required.

4. Assessment of the learning outcomes of the module

code	type	description	learning outcomes of the module
_w_1	written work	students construct their own simple tools for diagnosing one phenomenon in the culturally diversified environment, they carry out pilot studies the results of which, along with assessment of the tool, are discussed in their written work	_K_1, _U_1, _U_2, _W_1

5. Forms of teaching

code	form of teaching			required hours of student's own work		assessment of the learning outcomes of the module
	type	description (including teaching methods)	number of hours	description	number of hours	
_fs_1	practical classes	text analysis and analysis of cases with discussion	15	studying the obligatory and supplementary reading, preparing for discussion, constructing a research tool, preparing a written work	15	_w_1