

Title:	<i>Disability in the educational context</i> – a challenge worth taking
Lecture hours:	15
Study period: (summer/winter)	Winter/summer
Number of credits:	3
Assessment methods:	<ul style="list-style-type: none"> - Regular attendance - Active participation in the sessions - The end-of-course presentation demonstrating the practical application of strategies of inclusion at school in relation to the type of disability chosen by the students
Language of instruction:	English
Prerequisites:	knowledge of English (B1+/B2), Interest in pedagogy/ teaching welcome
Course content:	<ol style="list-style-type: none"> 1. Disability – underlining the issue and its pedagogical implications 2. Changing attitudes towards people with disability - historical and contemporary perspective 3. The concept of attitudes towards people with disability explained by: <ul style="list-style-type: none"> - definitions, - comparisons and contrasts, - recognition of dimensions (cognitive, behavioural and emotional) - practical applications of methods/ practices shaping positive attitudes 4. Students with special educational needs in the classroom context: <ul style="list-style-type: none"> - practical guidance for teachers on what strategies to apply to deal with the most challenging situations (selection based on academic research) 5. School integration and school inclusion – how to create positive attitudes towards disabled peers at school
Learning outcomes:	<p>During the course students:</p> <ul style="list-style-type: none"> - will be presented with theoretical background of disability in educational context, - will be given opportunities to discuss ideas for inclusion examples to be implemented at school, - will be expected to cooperate in solving the problems shown by the lecturer

	<p>By the end of the semester students:</p> <ul style="list-style-type: none"> -will have prepared their own proposal for inclusive strategies to be implemented at school for the type of disability of their choice
Name of lecturer:	Magdalena Wędzińska
Contact (email address):	magdaw@ukw.edu.pl
Literature:	<p>Barg, G.J., Armstrong, B., Hetz, S., Latimer, A. (2010). Physical Disability, Stigma, and Physical Activity in Children. <i>International Journal of Disability, Development and Education</i>, 4(57), pp.371-382.</p> <p>Cahill, S., Eggleston, R. (1995). Reconsidering the Stigma of Physical Disability: Wheelchair Use and the Public Kindness. <i>The Sociological Quarterly</i>, 4(36), pp.681-698.</p> <p>Heatherton, T., Kleck, R., Helb, M., Hull, J. (2000). <i>The Social Psychology of Stigma</i>. New York: The Guilford Press.</p> <p>Wędzińska, M. (2018). Factors shaping attitudes of secondary school students towards people with physical disability [In:] M. Wędzińska (Ed.) <i>Educational and Social Context</i>, vol.4: Local Environments and Global Problems. Bydgoszcz: UKW, pp. 79-116.</p> <p>Kaiser, S.B., Wingate, S.B., Freeman, C.M., Chandler, J.L.</p>