

**Subject card**

<b>Subject name and code</b>	Psychosocial Competences of Assistant Teacher, PG_00136971						
<b>Field of study</b>	Applied Linguistics						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2025/2026		
<b>Education level</b>	undergraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	4	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Lingwistyki Stosowanej -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		prof. dr hab. Aneta Lewińska				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		18.0	50
<b>Subject objectives</b>	Learning about the complex roles assumed in the didactic process by the lector of Polish as a foreign language and the teacher of Polish as a second language. Building awareness of the multiplicity of competencies (substantive, didactic, pedagogical, social, intercultural) of the lector/teacher of Polish as a second language. Realizing the need for professional development, including with the use of information and communication technology, and adapting the way of communication to the level of development of students and stimulating the cognitive activity of students.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[LSL3_K01] He is ready to think and act in an entrepreneurial manner and to perform professional roles responsibly, including adhering to professional ethics and demanding it of others.	The student can organize the teaching process in a multilingual and multicultural group, using intercultural competence.	[SK2] presentation/project/paper/report
	[LSL3_K03] He effectively organizes his work and critically evaluates the degree of progress.	The student is able to organize and evaluate his own work, taking care of the welfare of students and the team in which he works.	[SK2] presentation/project/paper/report
	[LSL3_U08] He has the ability to substantively justify his theses, including interpretation, using the views of other authors, and to formulate conclusions.	The student is able to work in a team, diagnose problems, propose and discuss solutions.	[SU1] oral statement/conversation/discussion
	[LSL3_W03] Recognizes the connections between the disciplines studied, linguistics and literary studies, and pedagogy, glottodidactics, psychology and sociology.	The student is aware of the many roles of a teacher/lecturer, knowledge disseminator, facilitator, mediator, mentor, in which he uses interdisciplinary professional preparation.	[SW1] oral statement/conversation/discussion
[LSL3_K04] He is aware of the dilemmas associated with the profession.	The student understands the importance of teacher authority and the principles of student-teacher interaction in the course of a lesson.	[SK1] oral statement/conversation/discussion	
Subject contents	Roles of the teacher/lecturer of Polish as a foreign/second language. The personality of the teacher, the authority of the teacher. Planning and organizing the workshop of work. Intercultural competence. Substantive and methodical preparation for the profession as a result of interdisciplinary knowledge and skills.		
Prerequisites and co-requisites	No prerequisite requirements.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project work in a team	51.0%	60.0%
	active attendance in class	51.0%	40.0%
Recommended reading	Basic literature	Gębal P. (2018), Basics of didactics of Polish as a second language. An integrative-inclusive approach. Kraków: Księgarnia Akademicka. Stankiewicz K. and Żurek A. (2017). From language education to (inter)cultural education. The foreign language teacher in multiple roles. Foreign Languages at School, 4, 21-25. Reflective practitioner. On the work of a teacher of Polish as a foreign language, ed. K. Ziolo-Puzuk, Warsaw 2020.	
	Supplementary literature	Stankiewicz K, Żurek A., (2019), The role of the teacher of Polish as a second language in language and culture education, "Education" 3(150), 42-53. Wilczynska W. (2009). The foreign language teacher as a researcher. In M. Pawlak, A. Mystkowska-Wiertelak and A. Petrzykowska (eds.), Foreign language teacher today and tomorrow (pp. 493-508). Poznań - Kalisz: Wydawnictwo Uniwersytetu Adama Mickiewicza. Zawadzka E. (2004). Foreign language teachers in the era of change. Kraków: IMPULS.	
	eResources addresses	Podstawowe <a href="https://www.senat.gov.pl/gfx/senat/userfiles/_public/k10/dokumenty/bad/2023/oe-462.pdf">https://www.senat.gov.pl/gfx/senat/userfiles/_public/k10/dokumenty/bad/2023/oe-462.pdf</a> - Expert opinion: the need to regulate the profession of teacher/lecturer of Polish as a foreign/second language in the perspective of contemporary challenges social challenges related to migration. Adresy na platformie eNauczanie:	

Example issues/ example questions/ tasks being completed	Case study - please work in a group to propose a solution to the described difficult teaching situation (attached description).
Work placement	Not applicable

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