

Subject card

Subject name and code	The Analysis of Teaching Practice Experiences, PG_00137544						
Field of study	English Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2026/2027		
Education level	undergraduate studies	Subject group			Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	3	Language of instruction			English		
Semester of study	6	ECTS credits			1.0		
Learning profile	academic	Assessment form					
Conducting unit	Zakład Glottodydaktyki i Przetwarzania Języka Naturalnego -> Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Alina Mazurkiewicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
	Additional information: auditorium classes						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	15		1.0		9.0	25
Subject objectives	To develop the ability to analyze didactic activities in the teaching and learning of English. To prepare for conducting independent educational research; to deepen knowledge of the methodology and workshop of glottodidactic research; to develop the ability to publicly present one's own theses and discuss them; to develop self-reflection skills.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_K07] Is ready to take on responsible professional roles, including the observance and dissemination of ethical principles, in various spheres of activity related to the use of the English language.	is ready to perform professional roles responsibly, including observing and disseminating ethical principles, in various spheres of activity related to glottodidactics and the use of the English language.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	can independently plan and carry out lifelong self-education, in particular in the field of English language glottodidactics.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[FAL3_K05] Is ready to engage in social and professional life, including undertaking and co-organising activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literature.	is ready to engage in social and professional life, including undertaking and co-organizing activities for the benefit of the social environment, also using knowledge and skills of English language, linguistics and English-language literatures and glottodidactics.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FAL3_K03] Is ready to make decisions and to critically evaluate and take responsibility for the consequences of their own actions and the actions of the teams in which they participate, in particular when performing analytical and interpretative tasks in the field of English-language literature and linguistics.	is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of his own actions and the actions of the teams in which he participates, in particular by performing analytical and interpretive tasks in the field of glottodidactics.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[FAL3_U04] Selects and applies information and communication techniques (ICT) during the acquisition and processing of information in the framework of English Studies.	is able to select and apply information and communication technology (ICT) when obtaining and processing information as part of glottodidactic research as part of English philology	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
[FAL3_W15] Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic and literary communication and the role of modern information technologies in the work of an English philologist.	understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural communication in the field of glottodidactics and the role of modern information technologies in the work of the English philologist	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report	
Subject contents	Observation and analysis of teaching activities. Developing the ability to critically analyze published scientific research in the field of glottodidactics. Designing and conducting glottodidactic research. Presentation of research results in written and oral forms.		
Prerequisites and co-requisites	<p>A. Formal requirements Choice of the teaching specialty. Teaching practice of 120h - ongoing or completed.</p> <p>B. Prerequisites Knowledge of English at the B2/C1 level. Completed course of the Fundamentals of English Didactics and Teacher's Workshop.</p>		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	preparation and presentation of the research project	51.0%	30.0%
	performing the tasks indicated by the teacher	51.0%	40.0%
	active participation in classes	51.0%	30.0%
Recommended reading	Basic literature	Literature required to pass the course: - Wilczyńska, W. E. Michońska-Stadnik. 2006. Metodologia badań w glottodydaktyce. Kraków: Avalon. - Selected articles from the Neofilolog journal. - Wragg, E.C.. Co i jak obserwować w klasie. Warszawa: Wydawnictwo Gdańsk.	

	Supplementary literature	<p>Creswell, J.W. 2013. Projektowanie badań naukowych. Kraków: Wydawnictwo UJ.</p> <p>Komorowska, H.1989. Metody ilościowe a metody jakościowe w badaniach pedagogicznych, Edukacja, nr 3.</p> <p>Pilch, T. i T. Bauman. 2001, Zasady badań pedagogicznych, Warszawa: Wydawnictwo Akademickie Żak; Wydawnictwa Szkolne i Pedagogiczne S.A.</p> <p>Gabryś-Barker, D. 2012. Reflectivity in Pre-service Teacher Education. A Survey of Theory and Practice. Katowice: Szkolne i Pedagogiczne S.A.</p> <p>Wydawnictwo Uniwersytetu Śląskiego. Blaszk, M. i J. Tillack. 2020. The possibility of using Cooperative Development in pre-service teacher development. Beyond Philology: An International Journal of Linguistics, Literary Studies and English Language Teaching. Wydawnictwo Uniwersytetu Gdańskiego, 17(3): 97-126.</p>
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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