

Subject card

Subject name and code	Workshop: study of teaching methods, PG_00138569						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	Master's studies	Subject group			Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish german in 30%		
Semester of study	4	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Bieszk				
	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						
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		34.0	50
Subject objectives	The objectives of the "Methodological Workshops" course include reviewing and evaluating teaching practices in German and to a lesser extent in English, enhancing practical skills in lesson planning and method selection, adapting to modern educational technologies, fostering collaboration and experience sharing, and assessing and improving teaching methods.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGMU2_K05] Is ready to fulfil professional roles taking into account changing social needs, is ready to care for continuous professional development and maintain professional ethos.	<ul style="list-style-type: none"> • is ready to take on the role of a teacher and mentor considering the changing needs of the institution and students, while maintaining a professional ethos and a commitment to self-improvement. • is prepared to seek appropriate solutions and establish contact with all stakeholders in the education process, especially in addressing various teaching-related issues in German and fulfilling mentoring responsibilities. • is willing to contribute to the school through various initiatives related to the taught subject or mentoring roles, and is prepared to develop such initiatives during methodological workshops. • is ready to work within language or other teams, open to engaging with parents and other members of the school and local community, both in the context of subject-related activities and mentoring responsibilities. 	[SK7] entries and opinions in the internship diary
	[FGMU2_U08] Has the basic ability to translate selected types of texts from German into Polish and from Polish into German, or the ability to prepare and carry out teaching tasks, or to function in an enterprise and business.	<p>can read and comprehend articles/ research reports effectively.</p> <ul style="list-style-type: none"> • draws conclusions from observing classroom work, behaviors, attitudes of children and youth, as well as their engagement during lessons or individual activities, taking into consideration students with special educational needs, and applies these insights in workshop activities focusing on German and English language teaching. • appropriately selects, creates, and adapts materials and resources to meet diverse student needs, including those related to information and communication technology, and employs various teaching methods for independent design and effective implementation of pedagogical, didactic, educational, and caregiving activities. • recognizes the needs, potentials, and abilities of students in German and English language proficiency, designs and conducts activities that support their integral development, activity, and participation in the educational and social life processes. • plans and conducts workshop sessions under the supervision of a professional practice mentor for students, tailored to the role of teaching German and English language. • utilizes assessment processes and feedback mechanisms in German, English, and education to stimulate students in their own development. • monitors students' progress, their engagement in language learning, and participation in school community life, with a particular emphasis on promoting the learning of German and English languages. 	[SU1] oral statement/conversation/discussion [SU7] entries and opinions in the internship diary

	<table border="1"> <thead> <tr> <th>Course outcome</th> <th>Subject outcome</th> <th>Method of verification</th> </tr> </thead> <tbody> <tr> <td>[FGMU2_W09] Has well-ordered in-depth and theoretically grounded detailed knowledge in the field of the selected specialisation, i.e.: translation theory or business and economy or didactics.</td> <td>They know and understand subject matters in their work at school, have knowledge of norms, procedures, and good practices applied in pedagogical activities, and apply them to professional practice. They analyze details of this knowledge during methodological workshops, understand students' educational needs in subject teaching, and appreciate their value in the context of their own teaching practice. They know methods for designing and diagnostic activities in German and English language didactics and draw conclusions for evaluating their own and students' work. They are familiar with teaching content and difficulties students face in mastering German and English, analyze and draw conclusions from the knowledge gained during didactic practice. They know teaching methods for German and understand the importance of selecting effective teaching tools, analyzing their experiences from completed didactic practices</td> <td>[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report</td> </tr> </tbody> </table>	Course outcome	Subject outcome	Method of verification	[FGMU2_W09] Has well-ordered in-depth and theoretically grounded detailed knowledge in the field of the selected specialisation, i.e.: translation theory or business and economy or didactics.	They know and understand subject matters in their work at school, have knowledge of norms, procedures, and good practices applied in pedagogical activities, and apply them to professional practice. They analyze details of this knowledge during methodological workshops, understand students' educational needs in subject teaching, and appreciate their value in the context of their own teaching practice. They know methods for designing and diagnostic activities in German and English language didactics and draw conclusions for evaluating their own and students' work. They are familiar with teaching content and difficulties students face in mastering German and English, analyze and draw conclusions from the knowledge gained during didactic practice. They know teaching methods for German and understand the importance of selecting effective teaching tools, analyzing their experiences from completed didactic practices	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report			
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Subject contents	<ul style="list-style-type: none"> • Techniques for reflecting on daily teaching practice. • Identifying key moments of successes and challenges in teaching German and English. • Analyzing the impact of personal decisions and actions on students' learning outcomes. • Reviewing various school-life scenarios and their implications for teaching German and English. • Discussing effective intervention strategies and support for students at different levels of language proficiency. • Discussing the role of adapting teaching methods based on specific needs of student groups. • Practical approach to assessing the effectiveness of teaching methods used. • Introduction to evaluation tools and their application in the context of teaching German and English. • Interpreting evaluation results as a basis for implementing changes and improving teaching practices. • Identifying common difficulties students face in mastering German and English. • Sharing experiences regarding effective strategies for addressing students' challenges. • Developing action plans to improve educational outcomes in teaching both languages. • Case studies on adapting teaching to diverse student needs and learning styles. • Discussing strategies and tools for personalizing the teaching process for German and English. • Practical exercises in creating resources and lesson plans that cater to individual student needs. • Techniques for collecting and analyzing feedback from students, parents, and other teachers. • Interpreting data as a tool for improving one's own teaching practices. • Planning actions based on feedback to enhance the effectiveness of teaching German and English. 									
Prerequisites and co-requisites	Specialization in teaching. Commencement of didactic internships no later than during the semester in which classes for the "Methodological Workshops" subject are held.									
Assessment methods and criteria	<table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>completion of tasks assigned by the instructor</td> <td>51.0%</td> <td>50.0%</td> </tr> <tr> <td>preparing and presenting a presentation/report</td> <td>51.0%</td> <td>50.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	completion of tasks assigned by the instructor	51.0%	50.0%	preparing and presenting a presentation/report	51.0%	50.0%
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Recommended reading	<p>Basic literature</p> <p>Legutke, M.K., Schart, M. (Hrsg.) (2016), Fremdsprachendidaktische Professionsforschung: Brennpunkt Lehrerbildung. Tübingen.</p> <p>Berndt, C., Häcker, T. & Leonhard, T. (Hrsg.) (2017), Reflexive Lehrerbildung revisited. Traditionen - Zugänge - Perspektiven. Bad Heilbrunn.</p> <p>Combe, A., Helsper, W. (Hrsg.) (1996), Pädagogische Professionalität. Untersuchungen zum Typus pädagogischen Handelns. Frankfurt/M.</p> <p>Scientific articles recommended by the instructor.</p>									

	Supplementary literature	<ul style="list-style-type: none"> Altricher, H., Posch P. 2007, Lehrerinnen und Lehrer erforschen ihren Unterricht. Bad Heilbrunn: Julis Klinkhardt. <p>Selected articles from the journal "Neofilolog".</p> <ul style="list-style-type: none"> Wragg, E.C. 2001. Co i jak obserwować w klasie. Warszawa: Wydawnictwo Gdańsk.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Didactic internships described in the course syllabi.	
Work placement	Didactic internships in primary and secondary schools for German and English languages.	

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