

Subject card

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| Subject name and code | Professional psychological and pedagogical internship, PG_00139149 | | | | | | |
| Field of study | German Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| Education level | postgraduate 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 | | |
| Semester of study | 3 | ECTS credits | | | 1.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Zakład Języka Niemieckiego i Translatoryki -> Instytut Filologii Germańskiej -> Faculty of Languages | | | | | | |
| 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 | 30.0 | 0.0 | 0.0 | 0.0 | 30 |
| | 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 | 30 | | 0.0 | | 0.0 | 30 |
| Subject objectives | The aim of the psychological-pedagogical internship is to expand knowledge in the field of psychological and pedagogical education by understanding its practical aspects and gaining experience related to the educational work of a teacher. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
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| | [FGMU2_K04] Correctly identifies and resolves dilemmas related to professional performance, understands ethical issues related to the responsibility for the accuracy and reliability of the provided knowledge and taken professional actions. | The student is prepared to apply universal principles and ethical norms in their professional activities, guided by empathy and respect for every individual. The student is ready to recognize the specific characteristics of the local environment and to engage in cooperation for the benefit of the students and the community. The student is prepared to collaborate with other participants in the educational process, including the school internship supervisor, to develop their own professional skills. | [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work |
| | [FGMU2_W07] Knows and understands in detail similarities and differences between the studied German language and the Polish language | Student understands and is familiar with: The functioning of the school as an educational institution within the education system, including its basic tasks and organization, as well as the community context in which the school operates. The contents, objectives, and principles for creating fundamental documents such as the school statute, work plan, educational and preventive program, and career counseling program. The procedures and principles for ensuring the safety of students during school activities and extracurricular events. | [SW1] oral statement/ conversation/discussion |
| | [FGMU2_U04] Correctly applies the known scientific terminology in German, accurately defines the terms of literary and linguistic studies and the phenomena of the chosen specialization, i.e.: translation studies, or language teaching or business and economy. | The student is capable of observing the work of a class teacher with regard to their interactions with students and their methods for planning and conducting educational activities, and of formulating conclusions from these observations. The student can observe the work of subject teachers in terms of how they integrate care, educational, and didactic activities, and can draw conclusions from these observations. Where possible, the student can draw conclusions from direct observation of the work of the teaching staff and/or class teachers' team, and can formulate conclusions from direct observation of extracurricular care and educational activities of teachers, such as teachers' duties during breaks and/or organized student group outings. The student can analyze, with the help of their internship supervisor, situations and pedagogical events observed or experienced during the internship. The student is capable of planning and conducting educational activities under the supervision of a psychological-pedagogical internship mentor. The student is proficient in using the Polish language correctly and is able to use appropriate terminology according to the age of the students. The student is able to independently develop their pedagogical knowledge and skills using various sources, including foreign languages and technology. | [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work |

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| Subject contents | Understanding the local context in which the school carries out its assigned tasks and functions, as well as familiarizing oneself with the key documents that regulate the institution's activities, including the school's statute and work plan. Gaining knowledge of the educational and preventive program, as well as the career counseling program. Analyzing these documents while considering the context of the environment in which the school operates. Meeting with the school psychologist and counselor to understand and analyze their tasks and the principles of organizing psychological and pedagogical assistance within the school. Familiarizing oneself with the procedures in place at the school, especially those concerning the safety of students both inside and outside the school. Observing the actions of teachers, homeroom teachers, and the class as a social group. Observing the care and educational activities of teachers, including their supervision during breaks and organized off-campus outings. Observing (as far as possible) the work of the Pedagogical Council and/or teacher teams. Analyzing situations and events observed during the internship at the school in collaboration with the teacher-supervisor. Planning and conducting educational sessions under the supervision of the psychological and pedagogical vocational internship supervisor. Reflecting on one's own learning process during the educational internship at the school. | | |
| Prerequisites and co-requisites | Completion of all courses in the field of psychological and pedagogical preparation, except for the Analysis of experiences from school practice. Finding a place for the internship (primary school, excluding grades I-III, or secondary school) and obtaining formal confirmation that the student will be accepted for the internship conducted in accordance with the program. | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | Diligent and Thorough Preparation of Documentation (Internship Journal) | 51.0% | 20.0% |
| | Positive review issued by the internship supervisor, following the template developed by CKN | 51.0% | 60.0% |
| | Preparing portfolio materials: description of 4 situations from the school internship, including two where psychological aspects dominate and two where pedagogical aspects dominate | 51.0% | 20.0% |
| Recommended reading | Basic literature | Used during classes Selected independently (also from the bibliography used during classes in psychological and pedagogical preparation), appropriately to the situations encountered during the professional internship in school. | |
| | Supplementary literature | Supplementary Literature Tripp D., Zdarzenia krytyczne w nauczaniu. Kształtowanie profesjonalnego osądu, Warszawa 1996. Mietzel G., (2002), Psychologia kształcenia, Gdańsk | |
| | eResources addresses | Adresy na platformie eNauczanie: | |
| Example issues/ example questions/ tasks being completed | <p>Psychological issues:</p> <ul style="list-style-type: none"> • What are the methods for diagnosing the needs of students with learning difficulties? • What are the strategies for supporting students with emotional problems in the classroom? • How to deal with aggression among students? • What are the techniques for managing stress among students and teachers? • How to support students with autism spectrum disorders in the school environment? • What are effective techniques for motivating students to learn? <p>Pedagogical issues:</p> <ul style="list-style-type: none"> • How to integrate digital technology in teaching humanities subjects? • How to conduct interactive lessons that engage students actively? • What are the assessment techniques that support student development? | | |
| Work placement | Not applicable | | |

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