

Subject card

Subject name and code	Teacher Training Workshops, PG_00139540						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2026/2027		
Education level	Bachelor'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	3	Language of instruction			Polish german in 30%		
Semester of study	6	ECTS credits			1.0		
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		9.0	25
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
	<p>[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, foreign language teaching methodology or business and economy.</p>	<p>is able to draw conclusions from observing classroom work, behaviors, and attitudes of children and youth, as well as their participation and activities during lessons or individual student activities, considering students with special educational needs, and utilize them in workshop activities in German and English language teaching, can appropriately select, create, and adjust materials and resources to meet the diverse needs of students, including those related to information and communication technology, and methods of work for independent design and effective implementation of educational, didactic, educational, and care activities, recognizes the needs, possibilities, and talents of students in German and English language learning and designs and implements actions supporting the integral development of students, their activity, and participation in the process of education and upbringing as well as in social life, plans and conducts supervised workshop activities for students corresponding to the role of a German and English language teacher, uses the assessment process and feedback on German and English language learning and education to stimulate students in their own development, monitors students' progress, their activity in language learning, and their participation in school social life with a particular emphasis on promoting German and English language learning, analyzes, evaluates, and uses information in the field of philological knowledge in relation to teaching profession, gained during didactic internships, draws conclusions based on the knowledge and experiences gained from didactic internships in school, is able to use knowledge in the field of teaching professionalism, has competencies to adjust communication methods to the developmental level of the student, can create didactic situations fostering student activity and development of interests, has the ability to justify the need for personal and professional competence development and expansion.</p>	<p>[SU2] presentation/project/paper/report [SU7] entries and opinions in the internship diary</p>

Course outcome	Subject outcome	Method of verification
[FGL3_K06] Participates in cultural and social life using various media and understands the need to encourage others to be in touch with culture and engage with social institutions, initiates such activities.	- is ready to undertake initiatives for the school through various activities, undertaken within the subject taught or within pastoral roles, and is prepared to propose such initiatives during methodological workshops, is prepared to work within a language team or other teams, and is open to communication with parents and other members of the school and local community, both in the context of subject-related activities and pastoral care activities	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
[FGL3_U11] Is able to use the specialised language and to communicate accurately and coherently in German, using a variety of communication channels and techniques.	can analyze professional internship experiences in a precise and coherent manner in German regarding the professionalization of the teaching profession, can formulate clear, well-structured, and detailed statements on complex topics, correctly using patterns of speech organization, connectors, and conjunctions, knows specialized vocabulary and industry-specific expressions, understands a wide range of more demanding, longer statements and perceives their hidden meanings, speaks fluently and spontaneously, effortlessly finding appropriate vocabulary, and confidently uses a foreign language among friends, in studies, or at work.	[SU2] presentation/project/paper/report [SU7] entries and opinions in the internship diary
[FGL3_K04] Identifies and resolves dilemmas related to the profession, its vheritage and tradition; understand ethical issues related to there sponsibility for the accuracy of actions and reliability of information provided.	identifies and analyzes dilemmas related to the profession based on experiences from school practices, understands ethical issues related to responsibility for the accuracy and reliability of knowledge transmission, has a deep awareness of the level of their knowledge and skills, capable of critically analyzing their own experiences from school practices in terms of professionalization in the teaching profession.	[SK2] presentation/project/paper/report [SK7] entries and opinions in the internship diary

	Course outcome	Subject outcome	Method of verification
	<p>[FGL3_W04] Knows and understands German terminology in their chosen specialisation, i.e.: translation theory, didactics or business and economy.</p>	<ul style="list-style-type: none"> • has knowledge of norms, procedures, and best practices in pedagogical and didactic activities and applies them to their teaching profession, analyzes details of this knowledge in methodological workshops, • understands the educational needs of students in the subject areas and appreciates their value in the context of their own teaching practice, • possesses well-organized and theoretically grounded knowledge in the didactics of English and German necessary for the profession of foreign language teaching, • understands the educational needs of students in the subject areas and appreciates their value in the context of their own teaching practice, • knows methods of designing and conducting diagnostic activities in the scope of didactic practice in German and draws conclusions for evaluating their own and students' work, • knows the teaching content and difficulties students face in mastering German and English languages, analyzes and draws conclusions from the knowledge gained in this area during practical teaching experience, • knows teaching methods for English and German languages and understands the importance of selecting effective teaching aids, analyzing their experiences from practical teaching experiences in this regard. 	<p>[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report</p>
	<p>[FGL3_W07] Has structured and advanced specific knowledge in the field of the chosen specialisation, i.e. translation theory, didactics and methodology and pedagogical activity or business and economy.</p>	<p>understands the importance of professionalization processes in the foreign language teaching profession and the development of personal and professional competencies, knows methods of designing and diagnostic activities in the scope of didactic practice in German and draws conclusions for the evaluation of their own and students' work</p>	<p>[SW2] presentation/project/paper/ report</p>
	<p>[FGL3_K02] Is ready to establish contacts and ask for help when expert knowledge is needed to solve a problem.</p>	<p>understands the need to connect with other teachers to solve problems and exchange experiences in terms of professionalizing the teaching profession, is ready to seek appropriate solutions and establish contact with all entities involved in the education process in the context of various problematic situations related to teaching German and performing pastoral duties.</p>	<p>[SK1] oral statement/conversation/ discussion</p>

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 data-bbox="453 754 794 786">Subject passing criteria</th> <th data-bbox="799 754 1141 786">Passing threshold</th> <th data-bbox="1145 754 1481 786">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 792 794 846">completion of tasks assigned by the instructor</td> <td data-bbox="799 792 1141 846">51.0%</td> <td data-bbox="1145 792 1481 846">50.0%</td> </tr> <tr> <td data-bbox="453 853 794 898">preparing and presenting a presentation/report</td> <td data-bbox="799 853 1141 898">51.0%</td> <td data-bbox="1145 853 1481 898">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	Basic literature	<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: Julius 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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