

Subject card

Subject name and code	Professional psychological and pedagogical internship, PG_00165951						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
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		
Semester of study	3		ECTS credits		1.0		
Learning profile	academic		Assessment form				
Conducting unit	Division of German Language and Translation Studies -> 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	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
	[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 communication in 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
	[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_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

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
	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%
	Positive review issued by the internship supervisor, following the template developed by CKN	51.0%	60.0%
	Diligent and Thorough Preparation of Documentation (Internship Journal)	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		
	Example issues/ example questions/ tasks being completed	Psychological issues: • 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? Pedagogical issues: • 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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