

Subject card

Subject name and code	Professional psychological and pedagogical internship, PG_00166500						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2027/2028		
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		
Semester of study	5		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
	[FGL3_K04] Identifies and resolves dilemmas related to the profession, its vheritance and tradition; understand ethical issues related to there sponsibility for the accuracy of actions and reliability of information provided.	is willing to seek help from experts and find proposed solutions based on available sources, • has experience that makes them ready to collaborate with other teachers, work in a team, take on various roles, and cooperate with teachers, educators, specialists, parents or guardians of students, and other members of the school and local community, as well as other school staff and external institutions (e.g., educational advisory centers), to develop their competencies, • participates in cultural and social life using various media and understands the need to encourage students to engage with culture and participate in social institutions, initiating such activities, • is prepared to effectively collaborate with professional practice supervisors and teachers to expand their didactic knowledge and develop educational skills, ready to apply universal principles and ethical norms in professional activities, guided by respect for every individual, • is prepared to effectively collaborate with professional practice supervisors and teachers to expand their didactic knowledge and develop educational skills within the framework of decision-making related to organizing the education process in inclusive education, • is prepared to effectively collaborate with professional practice supervisors and teachers to expand their didactic knowledge and develop educational skills, work in a team, take on various roles, and cooperate with teachers, educators, specialists, parents or guardians of students, and other members of the school and local community.	[SK7] entries and opinions in the internship diary

	Course outcome	Subject outcome	Method of verification
	[FGL3_W07] Has structured and advanced specific knowledge in the field of the chosen specialisation, i.e. translation theory and practice, didactics and psycho-pedagogical activities or business and economic language.	knows and understands German terminology related to the teaching specialization and teaching content, as well as typical difficulties students face in mastering them, understands the educational and pedagogical tasks related to teaching German carried out by the school, understands the pedagogical activities of a German teacher in educational institutions, understands the necessity of diversifying teaching methods and organizing student work in the context of German, understands methods of assessing student activity (intra-school and subject assessment systems), understands the need and principles of conducting evaluation and diagnostics within the German language subject, knows the educational and upbringing tasks carried out by the school or educational institution, its functioning (legal basis), and the organization of educational work, understands the types of documentation related to teaching German and activities conducted in the school or educational institution, knows the educational tasks in German language education carried out by the school or educational institution, knows how to interpret students' difficulties and select appropriate content, knows the educational tasks in German language education, knows how to select methods and resources to achieve specific goals.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, teaching or business and economy.	can conduct a series of classes in German and utilize knowledge of didactics and other subjects in teacher education, • can use specialized language and communicate precisely and coherently in German, utilizing various channels and communication techniques in a didactic situation, • can analyze pedagogical situations and events observed or experienced during internships with the guidance of professional mentors and academic teachers in the field of psychological and pedagogical preparation, • can draw conclusions from observations of a teacher's didactic work, their interactions with students, and their planning and conduct of teaching sessions; actively observes the methods and forms of work used by the teacher, as well as the educational aids used, methods of student assessment, homework assignment and checking; can independently draw conclusions from these observations and act considering observed good practices, plan and conduct a series of lessons or classes under the supervision of professional mentors, • can recognize the needs, abilities, and aptitudes of students in German language and design and conduct activities supporting the integral development of students, their activity, participation in the educational and upbringing process, and in social life, • can design and implement German language teaching programs considering diverse educational needs of students, • can create educational-didactic situations motivating students to learn German and work on themselves, analyze their effectiveness and modify actions to achieve desired outcomes, • can work with students to awaken their interest in German language (and German culture), develop their talents, properly select teaching content, tasks, and forms of self-study, and promote students' achievements within the school and inter-school environment, e.g., by organizing and participating in language and knowledge competitions about German-speaking countries, • can develop students' creativity and their ability to independently and critically think about learning the German language subject, • can use assessment processes and feedback to stimulate students in their self-development and foreign language knowledge, • can evaluate achievements in German language against specific criteria (class levels, individual years, etc.) and motivate participation in school social life, • can select effective working methods for children with special needs in the context of German language teaching and other activities,	[SU1] oral statement/conversation/discussion [SU7] entries and opinions in the internship diary

	Course outcome	Subject outcome	Method of verification
		• can effectively set educational and German language learning goals while respecting students' right to rest, • can effectively implement actions to support students in making conscious and responsible educational and career decisions; motivates development in foreign language learning aimed at acquiring desired competencies in future professions, • can use Polish language correctly and use German subject terminology correctly and appropriately for the students' age, • can independently develop pedagogical knowledge and skills using various sources, including foreign languages, and technology.	
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%
	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%
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

Document generated electronically. Does not require a seal or signature.