

Subject card

Subject name and code	Psychological and pedagogical internship, PG_00141461						
Field of study	Polish Studies, Romance and Iberian 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		credit		
Conducting unit	Division of Applied Polish Studies -> Institute of Polish Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Maria Szoska				
	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 main aim of the traineeship is to learn the specifics of teaching and evaluating Polish lessons in primary and secondary schools, taking into account the pedagogical and psychological aspects of subject-related didactics.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FPL3_K06] In accordance with entrepreneurial thinking and action, as well as the specialty competencies possessed, he creates the leaven of new culturally and economically important projects for the environment.	The student is ready to: • recognise the specifics of the local environment and undertake cooperate for the benefit of the students and this environment.	[SK2] presentation/project/paper/report [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work
	[FPL3_U08] Is capable of planning and organizing work in a team and using various methods and forms of work in literary and linguistic methodology related to the chosen specialty.	Student can: • observe the work of the class teacher observe the work of a class teacher in terms of his/her interaction with students and the way he/she plans and conducts educational activities, and formulate conclusions from this observation; • observe the work of subject teachers in terms of their integration of care, education and teaching activities, and formulate conclusions from this observation • as far as possible - draw conclusions from direct observation of the work of the board of education and/or the team of classmasters; • formulate conclusions from direct observation of teachers' extra-curricular care activities, e.g. teachers' duty during breaks between lessons and/or organised student group outings; • analyse, with the assistance of the work placement supervisor, pedagogical situations and incidents observed or experienced during the placement; • plan and conduct pedagogical classes under the supervision of the supervisor of the professional psychological and pedagogical practice; • use the Polish language correctly and use terminology appropriate to the age of students; • independently develop knowledge and pedagogical skills using various sources, including foreign language sources, and technologies.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU7] entries and opinions in the internship diary [SU8] observation of student's independent or team work
	[FPL3_W12] Has an specific knowledge of literary and linguistic studies in the field of the chosen specialty, allowing to understand the phenomena of contemporary culture and act ethically within the chosen specialty.	Students learn about: • The functioning of the school as an institution of the educational system, including its basic tasks and organization; • The environmental context of school activity; • The content, goals and principles of creating basic documents such as: the school statute, the work plan, the educational and preventive programme, the vocational counselling programme; prevention programme, career guidance programme; • Procedures and principles of ensuring safety procedures and rules for ensuring the safety of pupils during activities in and outside school	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[FPL3_K03] Reliably and with commitment, he carries out professional tasks in accordance with the profession's appropriate code of ethics.	The student is ready to: • be guided by empathy and respect for every person respect for every human being.	[SK1] oral statement/conversation/discussion [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work

	Course outcome	Subject outcome	Method of verification
	[FPL3_K05] He participates creatively in pro-social activities, following standards and having in mind the welfare of the environment.	The student is ready to: • to cooperate with other participants of the educational process, e.g. with the school's internship supervisor in order to develop his/her own workshop.	[SK2] presentation/project/paper/report [SK6] demonstration of practical skills [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work
	[FPL3_K04] Builds the authority of the profession, respecting the achievements of tradition.	The student is ready to : • use universal ethical principles and norms in professional activities.	[SK6] demonstration of practical skills [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work
Subject contents	To know the local context in which the school carries out its tasks and functions, and the basic documents which regulate the activities of the school, including the school statute and the school work plan. To know the educational and preventive programme and the career guidance programme. Analysis of these documents, taking into account the context of the school environment. Meet with the school psychologist and counsellor. Learn and analyse their tasks and the principles of organising psychological and pedagogical support at school. Get to know the school's procedures, in particular concerning the safety of pupils in and out of school. To observe the activities of the teacher, the class teacher and the class as a social group.		
Prerequisites and co-requisites	A. Formal requirements Passing of all psychological and pedagogical preparation subjects, except Analysis of school placement experience. B. Prerequisites Finding a placement (primary school, except grades I-III, or secondary school) and formal confirmation that the student will be accepted for a placement conducted in accordance with the programme.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	3 Prepare materials for the portfolio: describe 4 situations from the school practice, two of which are dominated by psychological aspects and two of which are dominated by pedagogical aspects.	80.0%	25.0%
	1. The reliable and careful preparation of documentation (practice logbook).	80.0%	45.0%
	2. A positive opinion given by the practice supervisor in accordance with the template developed by CKN.	100.0%	30.0%
Recommended reading	Basic literature	Literature used during classes: Self-selected (also from the bibliography used during the psychological-pedagogical preparation classes), according to the situations occurring during the professional practice at school.	

	Supplementary literature	Complementary literature: Tripp D., <i>Zdarzenia krytyczne w nauczaniu. Kształtowanie profesjonalnego osadu</i> , Warszawa 1996. Mietzel G., <i>Psychologia kształcenia</i> , Gdańsk 2002.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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