University of Gdańsk

Subject card

Subject name and code	Analysis of Teaching Practice Experience (Classes), PG_00133536		
Field of study	English Studies, Mathematics, Geography, Physical geography and geoinformation		
Date of commencement of studies	October 2027	Academic year of realisation of subject	2028/2029
Education level	Master's studies	Subject group	Obligatory subject group in the field of study Optional subject group Humanistic-social subject group Subject group related to scientific research in the field of study
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			
Name and surname of lecturer (lecturers)	Subject supervisor	dr Paweł Śpica	
	Teachers		

Lesson types

Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
Number of study hours	0.0	20.0	0.0	0.0	0.0	20

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	20	1.0	4.0	25

Subject objectives

Deepening, organizing, and connecting elements of knowledge acquired in teachers' psychological and pedagogical training with practice.

Developing skills in observing and analyzing educational events using psychological and pedagogical knowledge and personal experiences.

Developing a reflective, critical perspective on school practice.

Learning outcomes	Course outcome	Subject outcome	Method of verification
		CKN_W3 The student knows and understands (B.1.W.5.) the issues of self-reflection and self-development: personal resources in a teacher's work – identification and development, individual strategies for coping with difficulties, stress, and teacher burnout. CKN_W4 The student knows and understands the standards, procedures, and best practices used in school and teacher work. CKN_W6 The student knows and understands the practical dimensions of the diversity of students' educational needs and its consequences for the functioning of the school. CKN_W8 The student knows and understands the specific functioning of educational institutions, distinguishing between standard solutions and alternative forms of education.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work [SW5] implementation of a problem task
		CKN_K1 The student is ready to use universal principles and ethical norms when analyzing pedagogical situations and events observed during the internship. CKN_K6 The student is ready to design activities aimed at developing their own professional skills. CKN_K7 The student is ready to work in a team and fulfill various roles within it.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK3] text preparation/written work [SK5] implementation of a problem task [SK8] observation of student's independent or team work
		CKN_U1 The student is able to: analyze pedagogical situations and events observed during the internship, and formulate and present the results of their observations, using pedagogical knowledge. Propose alternative solutions to problems observed at school, considering their strengths and limitations. Argue their position using psychological and pedagogical knowledge. CKN_U6 The student is able to: analyze the effectiveness of teachers' actions observed at school. Modify teaching and educational situations observed at school, supporting them with valid arguments consistent with psychological and pedagogical knowledge. CKN_U9 The student is able to monitor the implementation of students' team-based educational activities. CKN_U18 The student is able to: (B.1.U.8.) plan professional development activities based on conscious self-reflection and feedback from others. (B.1.U.7.) apply strategies for coping with stress and difficulties.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU5] implementation of a problem task [SU8] observation of student's independent or team work

<table>
<tr><td>Subject contents</td><td>Analysis of school practice experiences: psychological aspects:

Analysis of care and educational situations occurring in schools. Conflicts and their resolution. Factors influencing the development of student-teacher, student-student, and classroom teacher relationships. The functioning of students with diverse educational needs and strategies for supporting them. Good practices and barriers in building an inclusive school. Prevention of social threats in schools. Teacher competencies and personality traits that support effective work in schools. Psychological competencies needed in classroom management.

Analysis of school practice experiences: pedagogical aspects:

Analysis of teaching, care, and educational situations in schools as a basis for thinking about professional development and improving one's own competencies. The evaluative role of alternative solutions. Forms of student work during school hours, small group work, communication between students, students, and teachers. The consequences of the dominance of one method in light of personal experience. Classroom climate and discipline models observed during school hours. Advantages and limitations of the solutions used in schools. Reflection on difficult and surprising situations during internships. Critical reflection on teacher work. Reflection on one's own learning during teaching practice at school.</td></tr>
<tr><td>Prerequisites and co-requisites</td><td>Passing the subjects required for the first professional internship at school (30 hours) Successfully completing a 30-hour internship at schoolPreparing materials for the portfolio (Part A)</td></tr>
<tr><td>Assessment methods and criteria</td><td><table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>Portfolio. The grade for the final exam is the average of the grades awarded by the instructors for the psychological and pedagogical courses.</td><td>51.0%</td><td>100.0%</td></tr>
</table></td></tr>
<tr><td>Recommended reading</td><td><table>
<tr><td>Basic literature</td><td>Greene R.W. (2020) Zagubieni w szkole. Jak odkryć źródła szkolnych trudności dziecka i pomóc mu je przezwyciężyć.

Kiedy szkoła jest problemem. Wydawnictwo: Mamania.

Białek K. i in. (2008) Warsztaty kompetencji międzykulturowych podręcznik dla trenerów. Uniwersytet Warszawski, Międzykulturowe Centrum Adaptacji Zawodowej.</td></tr>
<tr><td>Supplementary literature</td><td>Day Ch., Rozwój zawodowy nauczyciela. Uczenie się przez całe życie, GWP, Gdańsk 2004.

Sosin I., Wielgo A. (2022) Trening umiejętności społecznych. Impulsywność, złość, agresja. Przewodnik trenera. Wydawnictwo Pani Figowca.

Rosenberg M. (2021) Porozumienia bez przemocy: o języku życia. Wydawnictwo Czarna Owca.</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
</table></td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td>Basic assessment criteria: 1. Attendance and active participation in classes, especially presenting one's own experiences and related reflections, and participating in discussions about possible solutions applicable to the analyzed case. 2. Portfolio assessment criteria. The portfolio consists of: (A) a psychological and pedagogical section, and (B) a common section, treated as equivalent. The grade for the final exam is the average of the grades awarded by the instructors for the psychological and pedagogical courses. Part (A) should include a description of four practical situations at school, including two with dominant psychological aspects and two with dominant pedagogical aspects (in accordance with the scope of content indicated in the syllabus, but descriptions of challenging and rewarding situations are particularly important). Assessment criteria for part (A): (1) accuracy of the selection and precision of the description of the situation and its context; (2) identification of issues for in-depth analysis in class and the quality of reflections recorded during the internship. (3) Additional points can be earned for completing the reflections in part A of the portfolio after classes in the "Analysis of Experiences" course. In part (B), the student formulates their reflections on the following topics: (1) What did I learn about the school and the teacher during the internship? (2) What did I learn from students and teachers during the internship? (3) What did I learn about myself as a future teacher during the internship? (4) What knowledge and skills did I lack most during the internship? In light of this, what could be changed in teacher education? The assessment criteria for part (B) of the portfolio are the accuracy of the examples provided and their in-depth argumentation and interpretation.</td></tr>
<tr><td>Work placement</td><td>Not applicable</td></tr>
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