University of Gdańsk

Subject card

Subject name and code	The Analysis of Teaching Practice Experiences, PG_00189356		
Field of study	English Studies		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2027/2028
Education level	Master's studies	Subject group	Obligatory subject group in the field of study Subject group related to scientific research in the field of study
Mode of study	part-time studies	Mode of delivery	at the university
Year of study	2	Language of instruction	English
Semester of study	4	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit	Division of Corpus Linguistics and Glottodidactics -> Institute of English and American Studies -> Faculty of Languages -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr Dorota Góreczna	
	Teachers		

Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	14.0	0.0	0.0	0.0	14
	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	14	1.0	35.0	50

Subject objectives	Developing the ability to research teaching activities in the field of teaching and learning English. Preparation to conduct independent educational research; deepening knowledge of the methodology and workshop of glottodidactic research; developing the ability to publicly present one's own theses and discuss them; developing self-reflection skills.

Learning outcomes

Course outcome	Subject outcome	Method of verification
[FAMU2_K07] Is ready to responsibly perform selected professional roles related to the use of the English language, taking into account changing social needs.	The student is ready to fulfil his/ her chosen professional roles responsibly, including the role of an English language teacher taking into account the changing needs of society.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
[FAMU2_K04] Is ready to engage in social and professional life, including initiating and organizing activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literatures.	The student is ready to engage in social and professional life, including initiating and organising activities for the benefit of the social environment, using knowledge and skills of English in the work of the English language teacher	[SK2] presentation/project/paper/ report [SK5] implementation of a problem task
[FAMU2_K03] Is prepared to make decisions on his / her own and to critically evaluate and take responsibility for the consequences of his / her own actions, the actions of the teams he / she leads and the organizations in which he / she participates, to lead and take responsibility for the group in the performance of tasks within the framework of English studies and in professional practice.	The student s ready to make independent decisions and to critically evaluate and take responsibility for the consequences of his or her own actions, the actions of teams he or she manages and the organizations in which he or she participates, lead a group and take responsibility for it, performing tasks as part of his or her duties as an English teacher.	[SK2] presentation/project/paper/ report [SK5] implementation of a problem task
[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.	The student knows and understands selected issues in the field of auxiliary and related sciences and realism studies of English-speaking countries, necessary in professional activity of an English teacher.	[SW2] presentation/project/paper/ report [SW5] implementation of a problem task
[FAMU2_U10] Can independently plan and implement their own lifelong learning and guide others in this area within the framework of English philology and their chosen field of professional activity.	The student is able to independently plan and implement his orher own learning throughout life and guide others in this area as part of the work of an English teacher.	[SU2] presentation/project/paper/ report [SU5] implementation of a problem task
[FAMU2_W14] Knows and understands selected issues connected to various disciplines constituting auxiliary and related sciences of English Philology, necessary as a context for research in the field of English linguistics and English-language literatures or in the professional activity of the English philologist.	The student knows and understands the fundamental dilemmas of modern civilization in context issues related to intercultural linguistic communication and the role of modern technologies in the work of an English teacher.	[SW2] presentation/project/paper/ report [SW5] implementation of a problem task

Subject contents

Developing the ability to research teaching activities in the field of teaching and learning English, based on experience gained during the teaching practice; preparation to conduct independent educational research; deepening knowledge of the methodology and workshop of glottodidactic research; developing the ability to publicly present one's own theses and discuss them; developing self-reflection skills.

Prerequisites and co-requisites

Teaching practice in progress or completed

Knowledge of English at C1/C2 level

ATTENDANCE AT CLASSES IS MANDATORY UNLESS THE STUDENT HAS OBTAINED THE DEAN'S APPROVAL TO FOLLOW AN INDIVIDUAL STUDY PLAN.

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Completion of the tasks set by the lecturer (presentation, project, paper, case study).	51.0%	70.0%
Participation in discussions/ debates.	51.0%	30.0%

Recommended reading	Basic literature	Pollard, A. 2018. Reflective Teaching in Schools. Bloomsbury Publishining PLC. Schon, D.A. 1991. Reflective Practicioner. Taylor and Francis. Wilczynska, W. E. Michonska-Stadnik. 2006. Metodologia badan w glottodydaktyce. Krakow: Avalon. Selected articles from the magazine Neofilolog. Wragg, E.C. 2001. Co i jak obserwować w klasie. Warszawa: Wydawnictwo Gdansk.
	Supplementary literature	Creswell. J.W. 2013. Projektowanie badan naukowych. Krakow: Wydawnictwo UJ. Komorowska, H.1989. Metody ilosciowe a metody jakosciowe w badaniach pedagogicznych, Edukacja, nr 3. Pilch, T. i T. Bauman. 2001, Zasady badan pedagogicznych, Warszawa: Wydawnictwo Akademickie Zak; Wydawnictwa Szkolne i Pedagogiczne S.A. Gabrys-Barker, D. 2012. Reflectivity in Pre-service Teacher Education. A Survey of Theory and Practice. Katowice: Wydawnictwo Uniwersytetu Slaskiego. Blaszk, M. i J. Tillack. 2020. The possibility of using Cooperative Development in pre-service teacher development. Beyond Philology: An International Journal of Linguistics, Literary Studies and English Language Teaching. Wydawnictwo Uniwersytetu Gdanskiego, 17(3): 97-126.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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