

**Subject card**

<b>Subject name and code</b>	Workshop: study of teaching methods, PG_00189407						
<b>Field of study</b>	German Studies						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2027/2028		
<b>Education level</b>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Specialty subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	4	<b>ECTS credits</b>			1.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Institute of German Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Marta Bieszk				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		1.0		9.0	25
<b>Subject objectives</b>	The aim of the course is to prepare students for conscious, reflective and professional performance of teaching tasks during their teaching practice in primary and secondary schools by developing their skills in planning, conducting and evaluating German language lessons, selecting appropriate methods, techniques, materials and technologies, diagnosing learners needs, and creating learning situations that foster learners activity, motivation and the development of their linguistic and intercultural competences.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGMU2_K05] They are prepared to contribute to the achievements, to perform professional roles responsibly, taking into account the changing needs of society.	They are ready to develop their own didactic practice and to perform the professional roles of a German language teacher responsibly by reflectively improving their teaching, adapting methods and materials to changing social and educational needs, undertaking actions that support inclusivity and the development of learners, and actively responding to the challenges of contemporary schooling.	[SK1] oral statement/conversation/discussion
	[FGMU2_U05] They are able to use knowledge from the humanities and social sciences in analysing and solving problems arising in the work of a German philologist, particularly in the context of intercultural communication.	They are able to use knowledge from the humanities and social sciences to analyse and solve didactic problems that arise when planning, conducting and assessing German language lessons, particularly in situations that require understanding intercultural contexts, diagnosing learners' needs, selecting appropriate methods and materials, and making reflective decisions in their teaching practice.	[SU6] demonstration of practical skills
	[FGMU2_W08] They know and understand to a deeper degree economic, ethical and social conditions associated with professional activities in the field of Polish-German relations.	They know and understand the economic, ethical and social conditions of the professional work of a German language teacher in the Polish German educational context, including their impact on lesson planning and delivery, the selection of methods, materials and technologies, classroom organisation, assessment, individualisation of instruction, and the performance of teaching tasks during teaching practice in primary and secondary schools.	[SW2] presentation/project/paper/report
Subject contents	<ul style="list-style-type: none"> <li>• Introductory exercises introducing reflection techniques</li> <li>• Creating original reflection tools (e.g., observation sheets, selfevaluation forms)</li> <li>• Working with examples from teaching practice and school scenarios</li> <li>• Analysing factors that contribute to success (methods, relationships, materials, pace of work)</li> <li>• Identifying sources of difficulty (individual differences, language barriers, lack of motivation)</li> <li>• Case studies: how the choice of method, material or form of work affects learning outcomes</li> <li>• Lesson simulations and microteaching with decision analysis</li> <li>• Developing alternative solutions to the same didactic problem</li> <li>• Group work on realistic school scenarios (e.g., a heterogeneous class, a withdrawn student, a cultural conflict)</li> <li>• Designing tasks for different proficiency levels (A1B1)</li> <li>• Creating support materials for learners experiencing difficulties (scaffolding)</li> <li>• Developing minievaluation tools (checklists, short questionnaires, rubrics)</li> <li>• Designing ones own tools for assessing language tasks</li> <li>• Designing individual learning pathways</li> <li>• Qualitative and quantitative analysis of feedback</li> </ul>		
Prerequisites and co-requisites	Specialization in teaching. Commencement of didactic internships no later than during the semester in which classes for the "Methodological Workshops" subject are held.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	preparing and presenting a presentation/report	51.0%	50.0%
	completion of tasks assigned by the instructor	51.0%	50.0%
Recommended reading	Basic literature	Legutke, M.K., Schart, M. (Hrsg.) (2016), Fremdsprachendidaktische Professionsforschung: Brennpunkt Lehrerbildung. Tübingen. Berndt, C., Häcker, T. & Leonhard, T. (Hrsg.) (2017), Reflexive Lehrerbildung revisited. Traditionen - Zugänge - Perspektiven. Bad Heilbrunn. Combe, A., Helsper, W. (Hrsg.) (1996), Pädagogische Professionalität. Untersuchungen zum Typus pädagogischen Handelns. Frankfurt/M. Scientific articles recommended by the instructor.	

	Supplementary literature	<ul style="list-style-type: none"> <li>Altricher, H., Posch P. 2007, Lehrerinnen und Lehrer erforschen ihren Unterricht. Bad Heilbrunn: Julius Klinkhardt.</li> </ul> <p>Selected articles from the journal "Neofilolog".</p> <ul style="list-style-type: none"> <li>Wragg, E.C. 2001. Co i jak obserwować w klasie. Warszawa: Wydawnictwo Gdańsk.</li> </ul>
	eResources addresses	
Example issues/ example questions/ tasks being completed	Didactic internships described in the course syllabi.	
Work placement	Didactic internships in primary and secondary schools for German	

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