University of Gdańsk

Subject card

Subject name and code	Teacher's Work Methods: pedagogical aspects, PG_00205913						
Field of study	Pedagogy						
Date of commencement of studies	October 2026		Academic year of realisation of subject	2026/2027			
Education level	Bachelor's studies		Subject group	Obligatory subject group in the field of study Optional 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	1		Language of instruction	Polish			
Semester of study	2		ECTS credits	3.0			
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		0.0		55.0	75
Subject objectives	Preparing students for their first teaching practice at school, including deepening and expanding the practical aspects of knowledge and skills acquired during psychological and pedagogical training. Developing the ability to interpret pedagogical phenomena in a multifaceted way in the teacher's work and designing teaching activities in this area. Developing a reflective perspective on school practice. Building an attitude of willingness to collaborate with teachers and students' parents, as well as to conduct innovative activities.						

Learning outcomes

Course outcome	Subject outcome	Method of verification
[PEDL3_K03] In terms of competence, graduates are prepared to communicate with people from different backgrounds and with different emotional states, resolve conflicts through dialogue, and create a positive atmosphere for communication in and outside the classroom	The graduate is ready to professionally resolve conflicts in the classroom or educational group	[SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work
[PEDL3_U06] Graduates are able to create educational and teaching situations that motivate students to learn, work on themselves and undertake activities conducive to development, and to modify educational, teaching and developmental activities in order to achieve the desired results in the areas of education, upbringing and stimulation of development	Graduates are able to establish cooperation with teachers and the extracurricular community	[SU2] presentation/project/paper/ report [SU8] observation of student's independent or team work
[PEDL3_U07] Graduates are able to work with students in a way that stimulates their interest and develops their talents, select appropriate teaching content, tasks and forms of work within the framework of self-education, and promote students' achievements	Graduates are able to select a teaching programme that complies with the core curriculum requirements and adapt it to the educational needs of students	[SU2] presentation/project/paper/ report

Subject contents

1. Methods of integrating a class team and developing rules for a class in which the teacher is the class leader (2 hours).
2. Designing educational activities using a solution-focused approach.
Introduction to sample educational programs for the entire educational stage and educational work plans for one year (2 hours).
3. Conducting educational activities using educational methods and tools. Collaboration with a careers advisor (4 hours).
4. Familiarization with selected documents developed by the teacher-class leader and collected by him/her while respecting personal data (e.g., educational work plan, class trip plan, student observation sheets, necessary consents from parents and adult students;
parental declarations confirming familiarity with legal acts, school procedures, educational team reports, and memos). Differentiation of solutions adopted in individual schools (2 hours). 5. Familiarization with the principles of constructing a school educational and preventive program (2 hours).
6. The importance of first aid knowledge in the work of a teacher (at school and during field trips). Assumptions and procedures in specific situations (2 hours).
7. I as a teacher, I: constructing and presenting an individual educational plan (4 hours).

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
final project	51.0%	100.0%

Recommended reading

Basic literature	Faber A., Mazlish E. (2017) Jak mówić, żeby dzieci się uczyły w domu i w szkole. Wydawnictwo: Media Rodzina. Sosin I., Wielgo A. (2022) Trening umiejętności społecznych. Impulsywność, złość, agresja przewodnik trenera. Wydawnictwo Pani Figowca. Kluczyńska S., Zabłocka-Żytka L. (2020) Dziecko w sytuacji kryzysowej. Wspierająca rola pracowników oświaty. Wydawca: Ośrodek Rozwoju Edukacji. Górnicka B., Metodyka pracy opiekuńczo-wychowawczej: wybrane zagadnienia. Podręcznik akademicki, Opole 2015. Paszkiewicz A., Trudne sytuacje w klasie szkolnej: identyfikacja, propozycje rozwiązań, Warszawa 2019.
Supplementary literature	Greene R.W. (2020) Zagubieni w szkole. Jak odkryć źródła szkolnych trudności dziecka i pomóc mu je przezwyciężyć. Kiedy szkoła jest problemem. Wydawnictwo: Mamania. Mitschke K. (2019) Kiedy szkoła jest problemem. Wsparcie dla rodziców i dzieci. Wydawca: Natuli. Sidor-Rządkowska M., Coaching kariery: doradztwo zawodowe w warunkach współczesnego rynku pracy, Warszawa 2018. Majzner R. (2021) Nauczyciel we współczesnej przestrzeni edukacyjnej. Diagnozy, poszukiwania, inspiracje. Wydawnictwo Adam Marszałek.
eResources addresses	

Example issues/ example questions/ tasks being completed

project

Work placement

Not applicable

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