

Subject card

Subject name and code	Workshop: Study of Teaching Methods, PG_00209539						
Field of study	German 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 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	2		Language of instruction		Polish		
Semester of study	4		ECTS credits		1.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Bieszk				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	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	15		1.0		9.0	25
Subject objectives	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. , n.	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, as well as the principles governing the establishment and development of various forms of business activity related to translation, language education and intercultural communication.	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	• Introductory exercises introducing reflection techniques • Creating original reflection tools (e.g., observation sheets, selfevaluation forms) • Working with examples from teaching practice and school scenarios • Analysing factors that contribute to success (methods, relationships, materials, pace of work) • Identifying sources of difficulty (individual differences, language barriers, lack of motivation) • Case studies: how the choice of method, material or form of work affects learning outcomes • Lesson simulations and microteaching with decision analysis • Developing alternative solutions to the same didactic problem • Group work on realistic school scenarios (e.g., a heterogeneous class, a withdrawn student, a cultural conflict) • Designing tasks for different proficiency levels (A1B1) • Creating support materials for learners experiencing difficulties (scaffolding) • Developing minievaluation tools (checklists, short questionnaires, rubrics) • Designing one's own tools for assessing language tasks • Designing individual learning pathways • Qualitative and quantitative analysis of feedback		
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
	completion of tasks assigned by the instructor	51.0%	50.0%
	preparing and presenting a presentation/report	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	- Altricher, H., Posch P. 2007, Lehrerinnen und Lehrer erforschen ihren Unterricht. Bad Heilbrunn: Julius Klinkhardt. Selected articles from the journal "Neofilolog". - Wragg, E.C. 2001. Co i jak obserwować w klasie. Warszawa: Wydawnictwo Gdańsk.
	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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