

Subject card

Subject name and code	Psychological and Pedagogical Internship, PG_00210556						
Field of study	English Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2028/2029		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	3		Language of instruction		Polish		
Semester of study	5		ECTS credits		1.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Alina Mazurkiewicz				
	Teachers		dr Marta Bieszk				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	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	30		0.0		0.0	30
Subject objectives	The aim of the psychological and pedagogical practice is to broaden students' knowledge in the field of psychological and pedagogical education by familiarising them with its practical aspects and enabling them to gain experience of a teacher's educational work.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FAL3_U11] Interacts with others, plans and organizes individual and team work.	is able to work with others and to plan and organise individual and team work whilst observing and carrying out upbringing activities, including the necessary discussions with school staff and/or pupils and the practice supervisor.	[SU7] entries and opinions in the internship diary
	[FAL3_U08] Talks and writes about the history, culture and realities of English-speaking countries.	Is able to apply and communicate, both orally and in writing, basic contextual knowledge using appropriate educational terminology when discussing school documents, analysing educational and teaching situations, interpreting observed pupil behaviour, and planning and presenting educational activities.	[SU7] entries and opinions in the internship diary
	[FAL3_U04] Selects and applies information and communication techniques (ICT) during the acquisition and processing of information in the framework of English Studies.	is able to select and use information and communication technology (ICT) and various other sources, including those in foreign languages, to develop their pedagogical knowledge and skills.	[SU7] entries and opinions in the internship diary
	[FAL3_W16] Knows and understands the basic economic, legal, ethical or social aspects of professional activity requiring the command of English and the basic principles of the creation and development of various forms of entrepreneurship, useful in planning a professional career of an English philologist.	They are familiar with and understand the fundamental factors (e.g. economic, legal, ethical or social) and the basic principles governing the creation and development of various forms of entrepreneurship, as well as the specific tasks of schools or educational institutions and the environment in which they operate.	[SW2] presentation/project/paper/report
	[FAL3_K07] Is prepared to take on responsible professional roles, including the observance and dissemination of ethical principles, in various spheres of activity related to the use of the English language.	is ready to fulfil his/her professional roles responsibly, including adhering to and promoting ethical principles during his/her psychological and pedagogical practice and later tackling the upbringing aspect of the teaching job.	[SK7] entries and opinions in the internship diary
	[FAL3_K05] Is prepared to engage in social and professional life, including undertaking and co-organising activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literature.	is ready to get involved in social and professional life, including undertaking and co-organising activities for the benefit of the local school community and collaborating for the benefit of pupils and that community.	[SK7] entries and opinions in the internship diary
	[FAL3_K06] Is prepared to think and act in an enterprising manner and is active various areas of professional activity related to the use of the English language.	is ready to think and act in an entrepreneurial manner, as well as to demonstrate initiative and undertaking entrepreneurial activities within the school environment, in particular by independently identifying the needs of pupils and the school, proposing improvements to teaching and form-tutor work, and actively engaging in tasks that support pupils' development and the running of the school.	[SK7] entries and opinions in the internship diary
	[FAL3_K03] Is prepared to make decisions and to critically evaluate and take responsibility for the consequences of their own actions and the actions of the teams in which they participate, in particular when performing analytical and interpretative tasks in the field of English-language literature and linguistics.	is able to make decisions independently, to critically assess and to take responsibility for the consequences of his/her own actions and those of the teams in which he/she participates when observing, discussing or carrying out upbringing or didactic tasks.	[SK7] entries and opinions in the internship diary

	Course outcome	Subject outcome	Method of verification
	[FAL3_U12] Independently plans and implements lifelong self-education, in particular in the field of the English language, linguistics and English-language literatures.	They are able to independently plan and undertake lifelong self-directed learning relating to their work at school, as evidenced by their psychology and pedagogy practice diary.	[SU7] entries and opinions in the internship diary
	[FAL3_W13] Knows and understands selected basic issues, concepts and terminology of the humanities and social sciences which are related to English Studies and support the professional development of an English philologist.	Knows and understands selected fundamental issues, concepts and terminology relating to the organisation, statutes and work plan of the school, the educational and preventative programme, the career guidance programme, and the principles for ensuring pupils' safety both in and outside school.	[SW2] presentation/project/paper/report
Subject contents	1. Familiarisation with the local context in which the school carries out its assigned tasks and functions, and with the key documents governing the school's operations, including the school's charter and work plan. 2. Familiarisation with the educational and preventative programme and the careers guidance programme. Analysis of these documents, taking into account the context of the environment in which the school operates. 3. Meeting with the school psychologist and school counsellor. Familiarising oneself with and analysing their roles and the principles governing the organisation of psychological and educational support at the school. 4. Familiarising oneself with the procedures in force at the school, particularly those concerning the safety of pupils both on and off school premises. 5. Observation of the activities of the teacher, form tutor and the class as a social group. Observation of teachers' supervisory and educational activities, including teachers' duty during breaks between lessons and organised off-campus trips. 6. Observation (where possible) of the work of the Teachers' Council and/or teaching teams. 7. Analysing, in collaboration with the supervising teacher, situations and events observed during the psychological and pedagogical practice at the school. 8. Planning and conducting form-tutor sessions under the supervision of the supervisor for the psychological and pedagogical practice. 9. Reflecting on one's own learning during the practice at the school.		
Prerequisites and co-requisites	All modules in the field of psychological and pedagogical preparation have been passed, with the exception of 'Analysis of School Placement Experiences'. Securing a placement at a primary school, excluding Years 1–3, or a secondary school) and formal confirmation that the student will be accepted for a placement conducted in accordance with the programme.		

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Preparing materials for the portfolio: describing four situations from the practice, including two in which psychological aspects are dominant and two in which pedagogical aspects are dominant	51.0%	20.0%
	favourable opinion of the practice supervisor on the document in accordance with the CKN template	51.0%	60.0%
	reliable and careful preparation of the practice diary	51.0%	20.0%
Recommended reading	Basic literature	A.1 Used during lessons 	

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