

Subject card

Subject name and code	Professional Psychological and Pedagogical Placement, PG_00211333						
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 Humanistic-social subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
Semester of study	3		ECTS credits		1.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of German Language and Translation Studies -> 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	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-pedagogical internship is to expand knowledge in the field of psychological and pedagogical education by understanding its practical aspects and gaining experience related to the educational work of a teacher.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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 functioning of the school as a social, educational and instructional institution, including its tasks, the documents regulating its operation, and the principles governing psychological and pedagogical support; they can analyse these elements in the context of the local environment and their significance for the work of a German language teacher, particularly for designing educational, pastoral and didactic activities and for understanding the dynamics of communication and relationships within the student group.	[SW2] presentation/project/paper/report
	[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 can communicate effectively with teachers, school specialists and other members of the school community, using appropriate pedagogical, psychological and cultural terminology as well as specialist concepts from German studies when discussing school documents, analysing educational and didactic situations, interpreting observed student behaviours, and planning and presenting educational activities.	[SU7] entries and opinions in the internship diary
	[FGMU2_K04] They are ready to think and act entrepreneurially in the context of her future career as a German teacher, translator or intercultural communication specialist.	They are ready to show initiative and undertake entrepreneurial actions within the school environment, in particular by independently identifying the needs of students and the school, proposing improvements to didactic and educational practices, creating their own solutions and teaching materials for German language instruction, and actively engaging in tasks that support student development and the functioning of the institution.	[SK2] presentation/project/paper/report
Subject contents	Understanding the local context in which the school carries out its assigned tasks and functions, as well as familiarizing oneself with the key documents that regulate the institution's activities, including the school's statute and work plan. Gaining knowledge of the educational and preventive program, as well as the career counseling program. Analyzing these documents while considering the context of the environment in which the school operates. Meeting with the school psychologist and counselor to understand and analyze their tasks and the principles of organizing psychological and pedagogical assistance within the school. Familiarizing oneself with the procedures in place at the school, especially those concerning the safety of students both inside and outside the school. Observing the actions of teachers, homeroom teachers, and the class as a social group. Observing the care and educational activities of teachers, including their supervision during breaks and organized off-campus outings. Observing (as far as possible) the work of the Pedagogical Council and/or teacher teams. Analyzing situations and events observed during the internship at the school in collaboration with the teacher-supervisor. Planning and conducting educational sessions under the supervision of the psychological and pedagogical vocational internship supervisor. Reflecting on one's own learning process during the educational internship at the school.		
Prerequisites and co-requisites	Completion of all courses in the field of psychological and pedagogical preparation, except for the Analysis of experiences from school practice. Finding a place for the internship (primary school, excluding grades I-III, or secondary school) and obtaining formal confirmation that the student will be accepted for the internship conducted in accordance with the program.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Positive review issued by the internship supervisor, following the template developed by CKN	51.0%	60.0%
	Preparing portfolio materials: description of 4 situations from the school internship, including two where psychological aspects dominate and two where pedagogical aspects dominate	51.0%	20.0%
	Diligent and Thorough Preparation of Documentation (Internship Journal)	51.0%	20.0%

Recommended reading	Basic literature	Used during classes Selected independently (also from the bibliography used during classes in psychological and pedagogical preparation), appropriately to the situations encountered during the professional internship in school.
	Supplementary literature	Supplementary Literature Tripp D., Zdarzenia krytyczne w nauczaniu. Kształtowanie profesjonalnego osądu, Warszawa 1996. Mietzel G., (2002), Psychologia kształcenia, Gdańsk
	eResources addresses	
Example issues/ example questions/ tasks being completed	Psychological issues: • What are the methods for diagnosing the needs of students with learning difficulties? • What are the strategies for supporting students with emotional problems in the classroom? • How to deal with aggression among students? • What are the techniques for managing stress among students and teachers? • How to support students with autism spectrum disorders in the school environment? • What are effective techniques for motivating students to learn? Pedagogical issues: • How to integrate digital technology in teaching humanities subjects? • How to conduct interactive lessons that engage students actively? • What are the assessment techniques that support student development?	
Work placement	Not applicable	

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