University of Gdańsk

Subject card

Subject name and code	Teaching practice - psychological and pedagogical, PG_00120996		
Field of study	English Studies		
Date of commencement of studies	October 2025	Academic year of realisation of subject	2026/2027
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	part-time studies	Mode of delivery	at the university
Year of study	2	Language of instruction	English
Semester of study	3	ECTS credits	1.0
Learning profile	academic	Assessment form	credit
Conducting unit	Division of Romance Linguistics -> Institute of Romance Philology -> Faculty of Languages -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor		
	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 purpose of the practice is to accumulate experience related to care work with students, group management and diagnosis of individual needs of students, as well as to confront the acquired psychological and pedagogical knowledge with pedagogical reality in practical action.

Learning outcomes

Course outcome	Subject outcome	Method of verification

Subject contents	**1) observing:** a) organized and spontaneously undertaken activities of formal and informal groups of students, b) the activity of individual students, including students with special educational needs, c) adult (teacher, educator) - child interaction and interaction between children and adolescents (of the same and different ages), d) interpersonal and social communication processes in educational groups, their regularities and disruptions, e) the activities undertaken by the practice supervisor and the activities conducted by him, f) the way in which the practice supervisor integrates various activities, including caring, teaching, support and therapeutic activities, g) group dynamics, roles played by group participants, behavior and attitudes of children and adolescents, h) actions taken by the practice supervisor to ensure safety and maintain discipline in the group; **2) cooperating with the practice supervisor in:** a) exercising care and supervision over the group and ensuring safety, b) taking educational actions resulting from the situations found, c) conducting organized educational activities, d) undertaking activities for students with special educational needs; **3) performing the role of tutor-educator, in particular:** a) diagnosing group dynamics and the position of individuals in the group, b) getting to know students and alumni, their social situation, needs, interests and abilities, as well as determining the level of development and preliminary diagnosis of dysfunctions and disorders, c) independently carry out care and educational activities for the group and individual students and alumni in the group, d) providing care for the group in the course of spontaneous activity of students and alumni, e) organizing and conducting educational activities (including group integration activities and preventive activities) based on independently developed scenarios, f) animating group activity and interaction of its participants, organizing the work of students and alumni in task groups, g) undertaking individual work with students and alumni (including students with special educational needs), h) takingeducational actions of an intervention nature in situations of conflict, threats to safety, violation of the rights of others or failure to comply with established rules,

i) taking care of pupils and pupils outside the premises of the kindergarten, school or institution;

4) analysis and interpretation of observed or experienced situations and pedagogical events, including:

a) keeping records of practice,

b) confronting theoretical knowledge with practice,

c) evaluation of one's own functioning in the course of carrying out care and educational tasks (noticing one's strengths and weaknesses),

d) evaluation of the course of the activities carried out and the realization of the intended goals,

e) consultations with the practice supervisor to discuss the observed situations and carried out activities,

f) discussing the accumulated experience in a group of students (listeners).

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
positive opinion of the teacher in charge	51.0%	50.0%
internship logbook	51.0%	20.0%
reports and descriptions of the practice made by the student after completing the internship	51.0%	30.0%

Recommended reading

Basic literature	See the literature of subjects from groups B and C of the study plan (teaching specialty).
Supplementary literature	See the literature of subjects from groups B and C of the study plan (teaching specialty).
eResources addresses	

Example issues/ example questions/ tasks being completed	**OPINION** on the implementation of a 30-hour professional psychological and pedagogical practiceby a student of the course preparing for the teaching profession NAME AND SURNAME OF THE STUDENT FIELD OF STUDY year of study, mode, grade STUDENT'S ALBUM NUMBER Please express your opinion about the student's achievement of the indicated learning effect using a point scale, in which: 3 points means full achievement of the effect, 2 points - partial; 1 point - sufficient; 0 points - the effect was not achieved by the student. The prerequisite for a passing grade on the internship is the minimum number of points for each learning effect. LEARNING EFFECTS IN TERMS OF KNOWLEDGE, THE STUDENT 1. understands the functioning of the school as an institution of the educational system, including distinguishing its basic tasks and organizational forms; 2. is able to characterize the environmental context of school operation; 3. is able to determine the content, objectives and principles of creating basic documents, such as: the school statute, work plan, educational-preventive program, career counseling pro-gram; 4. understands the procedures and rules for ensuring the safety of students during activities in and out of school. IN TERMS OF STUDENT SKILLS, THE STUDENT 1. carefully observes the work of the class teacher in terms of his/her interaction with students and the way he/she plans and conducts educational activities, and formulates accurate conclusions from this observation; 2. carefully observes the work of subject teachers in terms of their integration of care and educational and teaching activities, and formulates relevant conclusions from this observation; 3. if there was such an opportunity - draws thoughtful conclusions from direct observation of the work of the board of education and/or the team of classroom teachers; 4. formulates conclusions from direct observation of teachers' extracurricular caring and educational activities, such as teachers' duty during breaks between classes and / or organized outings of student groups; 5. analyzes, with the assistance of the professional practice supervisor, pedagogical situations and events observed or experienced during the practice; 6. is able to plan and carry out educational activities under the supervision of the psychological and pedagogical professional practice supervisor;

	7. correctly uses the Polish language and terminology appropriate to the age of students; 8. independently develops knowledge and pedagogical skills with the use of various sources, including foreign language, and technology. IN TERMS OF SOCIAL COMPETENCE, THE STUDENT 1. uses universal ethical principles and norms in professional activity, is guided by empathy and respect for every human being; 2. recognizes the peculiarities of the local environment and is ready to cooperate for the benefit of students and this environment; 3. efficiently interacts with other participants in the educational process, including the practice supervisor at the school in order to develop his/her own workshop. Total points: Supplementary descriptive assessment of the learning outcomes achieved by the student during the internship: Signature of the practice supervisor - Signature and stamp of the head of the institution praktyka-zawodowa-psychologiczno-pedagogiczna-opinia-opiekuna.docx (live.com)
Work placement	Not applicable

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