

Subject card

Subject name and code	Language Education in Outside School Settings, PG_00209378						
Field of study	German Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
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	2		Language of instruction		Polish		
Semester of study	3		ECTS credits		1.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
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	- Presenting the role of the German language in outofschool environments (culture, media, tourism, labour market) - Preparing students to design educational activities outside the traditional classroom - Developing the teachers competences as a language animator within the local community						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_K05] They are ready to responsibly perform professional roles in various areas of German Philology, including complying with professional ethics and intellectual property protection rules and requiring the same from others	The student is able to independently plan and carry out an out-of-school language activity using the German language (e.g., a workshop, urban game, project in a cultural institution, or online initiative), selecting materials in accordance with professional ethics and intellectual property protection, and adapting the form of the activity to the needs of the local community.	[SK6] demonstration of practical skills
	[FGL3_W10] They know and understand the basic social, ethical, economic and legal conditions of professional activity requiring knowledge of German, as well as the basic principles of creating and developing various forms of entrepreneurship useful in planning a career as a German language specialist	The student knows and understands the social, ethical, economic, and legal conditions involved in organizing out-of-school language activities in German, and is able to identify the relevant regulations and principles of professional responsibility that apply to such initiatives.	[SW1] oral statement/conversation/discussion
	[FGL3_U03] They can apply knowledge of humanities and social sciences useful in the work of a German philologist	The student is able, drawing on knowledge from the humanities and social sciences, to carry out an analysis of the language needs of a selected group of recipients within the local community and to develop and justify a German-language out-of-school educational activity that is appropriate to the results of this analysis.	[SU2] presentation/project/paper/report [SU8] observation of student's independent or team work
Subject contents	- Theoretical Foundations of Non-School Glottodidactics (definitions, objectives, forms; informal and non-formal education) - Language Education in Cultural Institutions (museums, libraries, community centers language-based projects) - Language Projects in the Local Environment (workshops, urban games, thematic meetings) - German Language in Public Spaces (language in media, advertising, urban signage) - Online and Hybrid Language Education (educational platforms, podcasts, YouTube channels) Other Topics: - Volunteering and International Exchanges (Erasmus+ programs, Tandem, Deutsch-Polnisches Jugendwerk, e-Twinning)		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Final project / presentation Assessment criteria: the accuracy of the audience needs analysis, the adequacy of the proposed activities, the substantive and linguistic correctness, compliance with ethical principles and professional responsibility, and the overall quality of the presentation.	51.0%	50.0%
	Observation of individual or group work Assessment criteria: the ability to plan and organise work within the project, the use of appropriate methods and tools during task implementation, effective communication and coordination of activities in a team or in individual work, the ability to identify problems and propose solutions, and the reliable completion of assigned tasks in accordance with the established schedule.	51.0%	25.0%
	A short conversation summarising the project or participation in a class discussion. Assessment criteria: knowledge of the theoretical foundations of out-of-school education, understanding of social, ethical and legal conditions, the ability to reflect on one's own project, and communication in German.	51.0%	25.0%
Recommended reading	Basic literature	- Gehring, W. (2023). <i>Fremdsprache Deutsch (DaF/DaZ) unterrichten: Kompetenzorientierte Methoden</i> (Vol. 5030). UTB. - Haase, P., & Höller, M. (Eds.). (2017). <i>Kulturelles Lernen im DaF/DaZ-Unterricht</i>. Göttingen University Press. - Karagiannakis, E. (2009). Projektorientierte Landeskunde im DaF-Unterricht-Eine Kooperation zwischen DaF-Lernern und Lehramtsstudierenden. - Koreik, U. (2015). Lernorte im Fremdsprachenunterricht aus der DaF-/DaZ Perspektive. <i>Lernen an allen Orten</i>, 98-105. - Neuland, E., Balsliemke, P., & Steffin, H. (2015). B9 Sprachreflexion von Jugendlichen innerhalb und außerhalb der Schule. <i>Sprachreflexion und Grammatikunterricht</i>, 6, 186. - Piechocki-Serra, J. M. (2023). Das Lernszenario im (Kunst-) Museum: Authentizität im außerschulischen DaF/DaZ-Unterricht. <i>Magazin</i>, (31), 34-44.	
	Supplementary literature	- Czaplikowska, R., & Kubacki, A. D. (2019). Kleines Fachlexikon der DaF-Didaktik. <i>Theorie und Unterrichtspraxis. Ch rzanówKraków: Wydawnictwo Biuro Tłumaczeń KUBART, Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej w Krakowie.</i> - Gehring, W. (2023). <i>Fremdsprache Deutsch (DaF/DaZ) unterrichten: Kompetenzorientierte Methoden</i> (Vol. 5030). UTB.	
	eResources addresses	Basic https://www.goethe.de/ins/pl/de/spr/unt/ti.html - The Goethe-Institut offers extensive teaching materials, language games, cultural resources, lesson plans, and tools for working with diverse learner groups. In out-of-school education, these resources can be used to design projects in museums, libraries, cultural centres, and to support community-based language initiatives and linguistic animation. http://dw.de - DW provides a wide range of free German-learning resources, including videos, podcasts, courses, reports, and cultural content. In the context of out-of-school language education, these materials can support media workshops, cultural projects, community-based activities, and student projects using authentic media.	

Example issues/ example questions/ tasks being completed	Theoretical topics • Models of formal, nonformal and informal education similarities and differences. • The role of cultural institutions in language education (libraries, museums, cultural centres, NGOs). • Language education in the local community concepts, aims and target groups. • Foundations of cultural animation and their application in language teaching. • Interculturality and intercultural competences in outofschool activities. • Legal and ethical conditions of educational activities conducted outside the school system. • Use of media and digital resources (DW, GoetheInstitut) in outofschool language education. • The project as a method of work in language education. Possible practical activities • Analysis of the language needs of a selected target group (e.g., seniors, migrants, young people). • Development of an outofschool languagelearning activity (workshop, city game, cultural event). • Preparation of a miniscenario for a language workshop using materials from DW or the GoetheInstitut. • Conducting a short demonstration of a selected part of the designed activity. • Creating a map of local resources that can support language education. • Case study analysis of languageeducation activities in cultural institutions. • Preparation of teaching materials for use in outofschool contexts (e.g., citygame cards, field tasks). • A written reflection on the role of outofschool education in developing linguistic and intercultural competences.
Work placement	Not applicable

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