University of Gdańsk

Subject card

Subject name and code	Core psychological competences: critical thinking and problem solving, PG_00147389		
Field of study	Psychology		
Date of commencement of studies	October 2024	Academic year of realisation of subject	2024/2025
Education level		Subject group	
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	1	Language of instruction	Polish
Semester of study	2	ECTS credits	1.0
Learning profile	academic	Assessment form	
Conducting unit			
Name and surname of lecturer (lecturers)	Subject supervisor	dr Aleksandra Lewandowska-Walter	
	Teachers		

Lesson types							
	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	10.0	0.0	0.0	0.0	10
	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	10	10.0	10.0	30

Subject objectives	The goal of the course is to familiarize students with the concepts of critical thinking and innovative thinking. In the course of the workshop, students will not only learn about these ways of thinking as mechanisms of change, but will also acquire the skills to apply specific tools. The tools will be helpful in the critical analysis of psychological texts and research results, with which students will become acquainted in the course of studying psychology, as well as in the creative approach to problems arising after graduation, in the profession of psychology.

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_U11] He/she is able to work in a team performing various roles; he/she knows how to accept and assign tasks, he/she has elementary organizational skills allowing to achieve goals related to designing and undertaking professional activities.	Able to work in a team performing different roles - knows how to accept and assign tasks (coach-group relationship), Has organizational skills (training creativity) that allow work effectively in environments culturally diverse	[SU3] text preparation/written work [SU8] observation of student's independent or team work
	[PSYCHJ5_W06] He/she has in-depth knowledge of human development in the life cycle, in biological, psychological and social aspects.	It has knowledge concerning human creative potential as an important force driving force in the educational process and in personal and professional development	[SW3] text preparation/written work
	[PSYCHJ5_K07] He/she is sensitive to social and psychological problems, he/she is ready to communicate and cooperate with the environment, including people who are not specialists in a given field, and to actively participate in groups and organizations implementing psychological activities.	Has social competence in the form of in the form of social sensitivity enabling building a relationship of mutual trust between participants training in thinking critical and creative problem solving. It has competence social skills that enable Work effectively in a team (overseeing the process of groups during creative problem solving), performing various roles, and having the ability to working with others to work out changes	[SK3] text preparation/written work [SK8] observation of student's independent or team work
	[PSYCHJ5_K01] He/she has deeper awareness of the level of his/her knowledge and skills, he/she understands the need for continuous personal and professional development.	He has a deepened awareness of of the level of his knowledge and skills in terms of critical and innovative thinking, understands the need for continuous development personal and professional development in these areas areas, and sees practical applications of the tools learned	[SK3] text preparation/written work [SK8] observation of student's independent or team work
	[PSYCHJ5_U02] He/she is able to use and integrate theoretical knowledge in the field of psychology and related disciplines in order to analyse complex psychological, educational, aid or therapeutic problems, as well as diagnose and design practical activities.	Can use a set of universal tools for stimulation creative thinking in individual development and during team problem solving	[SU3] text preparation/written work [SU8] observation of student's independent or team work
	[PSYCHJ5_W07] He/she has in-depth knowledge of the specificity of social relations, social phenomena and the regularities that govern them from the point of view of psychology.	Receives knowledge of processes occurring during group creative problem solving problems - regularities and disruptions of the process	[SW3] text preparation/written work
	[PSYCHJ5_W05] Has a structured and in-depth knowledge of the specialization of psychology, including terminology, theory, and methodology.	Acquires basic structured knowledge concerning issues such as: critical thinking, thinking innovative, creative solving problems	[SW3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_U06] He/she has developed research skills: he/she distinguishes between orientations in the methodology of psychological research, formulates research problems, selects adequate research methods, statistical methods and research tools, constructs research tools; develops, presents and interpets research results, draws conclusions, indicates directions for further research within the selected specialization of psychology.	Has the skills to diagnose potential creative and use it in the process of education	[SU3] text preparation/written work [SU8] observation of student's independent or team work

Subject contents	1. Defining the problem and understanding the problem - how to prepare the mind and the problem for critical thinking and creative solution2. Critical thinking as an initiating and driving force of the change mechanism3. Ways of critical thinking. Critical thinking vs critical thinking4. Innovation in problem solving what it is and how to stimulate it5. Rules of creative problem solving6. Selected techniques of creative thinking and problem solving7. Techniques for evaluating ideas and solutions. How to present a solution
Prerequisites and co-requisites	

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
written work - diagnosis of own creative potential and effects of training	51.0%	100.0%

Recommended reading	Basic literature	1. Nęcka, E., Orzechowski, J., Słabosz, A. ,Szymura, B. (2012). Trening twórczości. Gdańsk: GWP2. Proctor T., 2003, Twórcze rozwiązywanie problemów, Gdańskie Wydawnictwo Psychologiczne, Gdańsk3. Słabosz, A. (2003). Twórczość a metapoznanie. [W:] K.J. Szmidt (red.), Dydaktyka twórczości: koncepcje problemy rozwiązania. Kraków: IMPULS4. Szmidt, K., J. (2003). Współczesne koncepcje wychowania do kreatywności i nauczania twórczości: przeglądStanowisk polskich. [W:] K. J. Szmidt (red.) Dydaktyka twórczości. Kraków: Impuls5. Wasilewska-Kamińska, E. (2016). Myślenie krytyczne jako cel kształcenia. Na przykładzie systemów edukacyjnychUSA i Kanady. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego
	Supplementary literature	1. Adams, M. (2020). Myślenie pytaniami. Warszawa: Wydawnictwo Studio Emka2. de Bono, E. (2008). Wodna logika. Wypłyń na szerokie wody kreatywności.Gliwice: Wydawnictwo Helion SA3. Chybicka A., (2006). Psychologia twórczości grupowej. Kraków: Oficyna Wydawnicza Impuls4. Nęcka E., (1994). TroP. Twórcze Rozwiązywanie Problemów. Kraków: Impuls5. de Bono, E. (2008). Myślenie lateralne. Idee na przekór schematom.Gliwice: Wydawnictwo Helion SA6. Stevens M., (2002). Rozwiązywanie problemów. Warszawa: Dom Wydawniczy Bellona7. Nölke M., (2008). Techniki kreatywności. Jak wpadać na lepsze pomysły. Warszawa: Flashbook.pl8. Winiarek. M. (2022). Praktyczny przewodnik po myśleniu krytycznym.Warszawa: Wydawnictwo Pedagogiczne ZNP
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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