

**Subject card**

<b>Subject name and code</b>	Core psychological competences: critical thinking and problem solving, PG_00149124						
<b>Field of study</b>	Psychology						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	uniform Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	part-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	2	<b>ECTS credits</b>			1.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Aleksandra Lewandowska-Walter				
	<b>Teachers</b>		dr Judyta Borchet mgr Jurand Sobiecki				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	10.0	0.0	0.0	0.0	10
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	10		5.0		10.0	25
<b>Subject objectives</b>	<p>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.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PSYCHJ5_W06] He/she has in-depth knowledge of human development in the life cycle, in biological, psychological and social aspects.	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_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_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_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 interprets 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
	[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

	Course outcome	Subject outcome	Method of verification
	[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
Subject contents	1. Defining the problem and understanding the problem - how to prepare the mind and the problem for critical thinking and creative solution 2. Critical thinking as an initiating and driving force of the change mechanism 3. Ways of critical thinking. Critical thinking vs critical thinking 4. Innovation in problem solving what it is and how to stimulate it 5. Rules of creative problem solving 6. Selected techniques of creative thinking and problem solving 7. 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: GWP 2. Proctor T., 2003, Twórcze rozwiązywanie problemów, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 3. Słabosz, A. (2003). Twórczość a metapoznanie. [W:] K.J. Szmidt (red.), Dydaktyka twórczości: koncepcje problemu rozwiązania. Kraków: IMPULS 4. Szmidt, K., J. (2003). Współczesne koncepcje wychowania do kreatywności i nauczania twórczości: przegląd Stanowisk polskich. [W:] K. J. Szmidt (red.) Dydaktyka twórczości. Kraków: Impuls 5. Wasilewska-Kamińska, E. (2016). Myślenie krytyczne jako cel kształcenia. Na przykładzie systemów edukacyjnych USA i Kanady. Warszawa: Wydawnictwa Uniwersytetu Warszawskiego	
	Supplementary literature	1. Adams, M. (2020). Myślenie pytaniami. Warszawa: Wydawnictwo Studio Emka 2. de Bono, E. (2008). Wodna logika. Wpływ na szeroki wódki kreatywności. Gliwice: Wydawnictwo Helion SA 3. Chybicka A., (2006). Psychologia twórczości grupowej. Kraków: Oficyna Wydawnicza Impuls 4. Nęcka E., (1994). TroP. Twórcze Rozwiązywanie Problemów. Kraków: Impuls 5. de Bono, E. (2008). Myślenie lateralne. Idee na przekór schematom. Gliwice: Wydawnictwo Helion SA 6. Stevens M., (2002). Rozwiązywanie problemów. Warszawa: Dom Wydawniczy Bellona 7. Nölke M., (2008). Techniki kreatywności. Jak wpadać na lepsze pomysły. Warszawa: Flashbook.pl 8. Winiarek. M. (2022). Praktyczny przewodnik po myśleniu krytycznym. Warszawa: Wydawnictwo Pedagogiczne ZNP	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

Document generated electronically. Does not require a seal or signature.