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|---|---|---|-----------------|------------------------|-------------------------|-------------------------|--------------------------|----------------------|----------------------|--------------------|---------------|--|
| Course title | Psychology workshop | | | | | | ECTS code | 14.03.5367 | | | | |
| | | | | | | | ECTS credits | 5 | | | | |
| | | | | | | | max. students | 30 | | | | |
| Name of unit administrating study | ITiHM | Field of study | Economics/MSG** | | Field of specialisation | NONE; | | | | | | |
| Teaching staff | Jacek Winiarski, Associate Professor | | | | | | | | | | | |
| Number of hours | | | | | | | | | | | | |
| Lectures | 30 | Classes | 0 | Tutorials | 0 | Laboratory | 0 | Seminars | 0 | Language classes | 0 | |
| Forma aktywności | | | | | | Year&Type of studies* | 3 SS1, | | | | | |
| Hours with the participation of the academic teacher (including office hours, exams, others): | | | | | | Semester: | 5, | | | | | |
| Hours without the participation of the academic teacher (student's self-study, homeworks): | | | | | | Type of course: | optional | | | | | |
| Total number of hours: | | | | | | 0 | Language of instruction: | English | | | | |
| Teaching form | in-class learning | | | | | | | | | | | |
| Teaching methods | Lectures including multimodal presentations, Discussion, questioning, Individual projects, | | | | | | | | | | | |
| Prerequisites (required courses and introductory requirements) | | | | | | | | | | | | |
| Required courses | None. | | | | | | | | | | | |
| Introductory requirements | Basic knowledge about science and society. | | | | | | | | | | | |
| Assessment method, forms and criteria | | | | | | | | | | | | |
| Assessment method | Course completion (graded) | | | | | | | | | | | |
| Assessment criteria | <p>1. Individual presentation in front of the group on the agreed topic.</p> <p>2. Exam is a multiple choice test (20 individual question for ever student). You are given one point for each correct answer. The points are translated into conventional grades using the following algorithm: 51-60% satisfactory (3), 61-70% satisfactory plus (3,5), 71-80% good (4), 82-90% good plus (4+), 91-100% very good (5).</p> <p>The final grade is made up of the following components: 65% presentation on contemporary psychology issues, 30% active participation in debate, 5% exam (optional).</p> | | | | | | | | | | | |
| Course objectives | | | | | | | | | | | | |
| Presentation of selected fields of contemporary psychology and its apply in economics. | | | | | | | | | | | | |
| Learning outcomes | | | | | | | | | | | | |
| Knowledge | MSG1_W01 | The student has basic knowledge in the field of social sciences and advanced knowledge in the field of economic sciences, in particular: economics and its place in the system of sciences, including related disciplines | | | | | | | | | | |
| | MSG1_W08 | The student has knows and understands basic psychological dilemmas contemporary civilization, including sustainable strategy development and corporate social responsibility | | | | | | | | | | |
| | E1_W03 | The student has advanced knowledge in the field of economic, legal and psychological implementation of selected business entities with public institutions operating in the national, international and intercultural spheres | | | | | | | | | | |
| | E1_W04 | The student has knows the types of economic and social (psychological) ties and the regularities that govern them | | | | | | | | | | |
| Verification of learning outcomes - Knowledge | | | | | | | | | | | | |
| Outcomes | written exam | oral exam | test | essay/paper /portfolio | tasks/ homeworks | individual presentation | group presentation | classroom activities | classroom discussion | individual project | group project | |
| | | | | | | | | | | | | |

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|----------|---|--|--|--|--|---|--|---|---|--|--|
| MSG1_W01 | X | | | | | X | | X | X | | |
| MSG1_W08 | X | | | | | X | | X | X | | |
| E1_W03 | X | | | | | X | | X | X | | |
| E1_W04 | X | | | | | X | | X | X | | |

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| Skills | MSG1_U01 | The student is able to use the acquired theoretical knowledge in the field of economics and psychology for analyzes and evaluate the activities of economic entities in the international arena market, with particular emphasis on the European Union market |
| | E1_U03 | The student is able to analyze the causes and course of specific economic and social processes and phenomena and accurately analyze these phenomena using adequate economic and social (psychological) methods and tools |

Verification of learning outcomes - Skills

| Outcomes | written exam | oral exam | test | essay/paper /portfolio | tasks/ homeworks | individual presentation | group presentation | classroom activities | classroom discussion | individual project | group project |
|----------|--------------|-----------|------|------------------------|------------------|-------------------------|--------------------|----------------------|----------------------|--------------------|---------------|
| MSG1_U01 | X | | | | | X | | X | X | | |
| E1_U03 | X | | | | | X | | X | X | | |

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| Attitudes | MSG1_K05 | The student is able to correctly identify, diagnose in a psychological sense and solve dilemmas and various options for solutions related to the profession |
| | E1_K02 | The student is able to be aware of the level of his knowledge in the field of economics and psychology, understands the need to deepen and update this knowledge throughout his life |

Verification of learning outcomes - Attitudes

| Outcomes | written exam | oral exam | test | essay/paper /portfolio | tasks/ homeworks | individual presentation | group presentation | classroom activities | classroom discussion | individual project | group project |
|----------|--------------|-----------|------|------------------------|------------------|-------------------------|--------------------|----------------------|----------------------|--------------------|---------------|
| MSG1_K05 | X | | | | | X | | X | X | | |
| E1_K02 | X | | | | | X | | X | X | | |

Course contents
1: Introduction to Psychology

- 1.1 What Is Psychology?
- 1.2 History of Psychology
- 1.3 Contemporary Psychology
- 1.4 Careers in Psychology

2: Psychological Research

- 2.1 Why Is Research Important?
- 2.2 Approaches to Research
- 2.3 Analyzing Findings
- 2.4 Ethics

3: Learning

- 3.1 What Is Learning?
- 3.2 Classical Conditioning
- 3.3 Operant Conditioning
- 3.4 Observational Learning (Modeling)

4: Thinking and Intelligence

- 4.1 What Is Cognition?
- 4.2 Language
- 4.3 Problem Solving
- 4.4 What Are Intelligence and Creativity?
- 4.5 Measures of Intelligence
- 4.6 The Source of Intelligence

5: Emotion and Motivation

- 5.1 Motivation
- 5.2 Hunger and Eating
- 5.3 Sexual Behavior
- 5.4 Emotion

6: Industrial-Organizational Psychology

- 6.1 What Is Industrial and Organizational Psychology?
- 6.2 Industrial Psychology: Selecting and Evaluating Employees
- 6.3 Organizational Psychology: The Social Dimension of Work
- 6.4 Human Factors Psychology and Workplace Design

7: Stress, Lifestyle, and Health

- 7.1 What Is Stress?
- 7.2 Stressors
- 7.3 Stress and Illness
- 7.4 Regulation of Stress
- 7.5 The Pursuit of Happiness

Recommended reading lists

Primary literature:

1. Shrout, P. E., & Rodgers, J. L. (2018). *Psychology, science, and knowledge construction: Broadening perspectives from the replication crisis*. Annual Review of Psychology, 69, p. 487-510.
2. Massimini, M., & Peterson, M. (2009). *Information and communication technology: Affects of U.S. college students*. Cyberpsychology: Journal of Psychosocial Research on Cyberspace, 3(1).

Supplementary literature:

1. American Psychological Association www.apa.org
2. Riggio, R. E. (2013). *What is industrial/organizational psychology?* In: Psychology Today. <http://www.psychologytoday.com/blog/cutting-edge-leadership/201303/what-isindustrialorganizational-psychology>
3. Shaw, C. M., & Tan, S. A. (2015). *Integration of mobile technology in educational materials improves participation*, In: Creation of a novel smartphone application for resident education. Journal of Surgical Education, 72(4), 670-73. <https://www.sciencedirect.com/science/article/abs/pii/S1931720415000318>
4. McCrae, R. R. & Costa, P. T. (2008). *Empirical and theoretical status of the five-factor model of personality traits*, In: Boyle G. J. , Matthews G., & Saklofske D. H. (Eds.), The Sage handbook of personality theory and assessment. Vol. 1 Personality theories and models. Sage.
5. Szóstakowski M., Winiarski J. (2021). *Identification of determinants of participation in esports games and quality assessment of live game streaming services - a research proposal*, In: Proceedings of the 38th International Business Information Management Association, Seville, Spain: Innovation management and sustainable economic development in the era of global pandemic/Soliman Khalid S. (eds.), 2021, International Business Information Management Association, pp.2745-2751, ISBN 978-0-9998551-7-1

Contact

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* SS1- undergraduate studies * SS2 - graduate studies * SDang - doctoral studies

** MSG - International Economic Relations