

Subject card

Subject name and code	New media in Polish studies, PG_00179804						
Field of study	Kashubian Ethno studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2025/2026		
Education level	Bachelor's studies		Subject group				
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	1		Language of instruction		Polish polish		
Semester of study	2		ECTS credits		2.0		
Learning profile	practical		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Jolanta Laskowska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	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		2.0		18.0	50
Subject objectives	The aim of the course is to familiarise students with modern technologies and digital tools to support the teaching of Polish and to develop the ability to create engaging and interactive teaching materials using elements of new media.						
Learning outcomes	Course outcome		Subject outcome		Method of verification		
	[ETNOFL3_W11] has an orientation in the connection of linguistics and literary studies with other areas of the humanities (especially history, cultural sciences)		Student knows the rules of linguistic politeness appropriate to different communicative situations. Students will learn about the addressative forms typical for the Polish and Kashubian languages.		[SW2] presentation/project/paper/report		
	[ETNOFL3_U01] is able to search, analyze, evaluate, select and use information from a variety of spoken and written sources		Students will be able to produce longer oral and written statements on a variety of topics using primary bibliographical and electronic sources.		[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report		
	[ETNOFL3_K01] is ready to determine the extent of his knowledge and perceived content, and sees the need for continuing education and professional development		The student is able to work in a group and carry out the assigned tasks together.		[SK5] implementation of a problem task		
	[ETNOFL3_U05] attempts an independent analysis of selected linguistic / literary problems, especially characteristic of the area of Kashubia and Pomerania		Students are able to produce longer oral and written statements in Kashubian on a variety of topics using basic bibliographical and electronic sources.		[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report		

Subject contents	1. gamification in Polish language teaching		
	Definition and objectives of gamification in education.		
	Designing an outdoor game with elements of literature and language (e.g. Literary escape room).		
	Game development tools: Genially		
	Example: a game with knowledge of school readings Cierpienia młodego polonista (The Sufferings of a Young Polonist) using QR codes, literary tasks and language puzzles.		
	Educational quizzes as a revision tool		
	Designing quizzes to test students' knowledge: spelling, grammar, text analysis, literary eras.		
	Tools: Kahoot, Quizizz, Wordwall, LearningApps.		
	Creation of interactive knowledge tests.		
	3 Websites and platforms for secondary school graduates.		
	Analysis of existing educational portals (e.g. Zday, Matura100procent, E-books, YouTube channels).		
	Creating your own website (toolbox) for the polonist		
	Working with tools: WordPress, Canna		
	4. online games and applications supporting Polish language learning		
	Review of available language and literature games (e.g. Ortograffiti, Literary puns, Scrabble online).		
	Scenarios for using games in Polish language lessons.		
	5. Interactive web tools for the Polish language teacher.		
Creating interactive teaching materials (e.g. hypertexts, multimedia presentations, mind maps).			
Using: Padlet, Canva, Genially, Prezi, Word Cloud.			
Lesson scenarios using new media.			
6 Social media and YouTube in didactics			
How to use TikTok, Instagram and YouTube in Polish language education.			
Example: a series of Tik Tok			
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
		50.0%	30.0%
		50.0%	70.0%

Recommended reading	Basic literature	1. Kaźmierczak, P. (2024). "Gamifikacja", "grywalizacja" czy "gryfikacja" aktywizacja uczniów podczas zajęć zdalnych. <i>Acta Universitatis Lodzensis. Kształcenie Polonistyczne Cudzoziemców</i>, 30, 203216. 2. Podemska-Kaluża, A. (2017). Grywalizacja w edukacji polonistycznej. <i>Polonistyka</i>. 3. Cieślińska, B. (2019). Gamifikacja na lekcjach języka polskiego. <i>edupolis.pl</i>. 4. Rodwald, P. (2019). Gamifikacja w edukacji akademickiej co na to studenci? <i>Journal of Education, Technology and Computer Science</i>, 29(3), 173180. 5. Schultis, S., Lafarga Ostáriz, P., & Soler Costa, R. (2022). Gamifikacja w szkolnictwie wyższym: trend edukacyjny o potrzebach cyfrowych. <i>Pedagogika. Studia i Rozprawy</i>, 31(1).
	Supplementary literature	1. Wobalis, M. (2023). Luka lekturowa - lektury szkolne a cyfrowe lektury domowe w edukacji polonistycznej. <i>Polonistyka. Innowacje</i>, 17. 2. Gierczak, S. K. (2023). Nowe media jako "lekarstwo" na opór uczniów wobec lektur szkolnych. <i>Folia Bibliologica.</i>, 3. A., & Krauz, M. (2021). <i>Obszary polonistyki 5. Internet a język, literatura i kultura współczesna</i>. Wydawnictwo Uniwersytetu Rzeszowskiego.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Development of an outdoor game Development of an inventory of basic electronic tools to support the work of the polonist	
Work placement	Not applicable	

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