

Subject card

Subject name and code	Teacher's psychological competencies, PG_00185335						
Field of study	Pedagogy						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2026/2027		
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	1		Language of instruction		Polish		
Semester of study	2		ECTS credits		3.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Małgorzata Obrycka				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	20.0	0.0	0.0	0.0	20
	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	20		0.0		55.0	75
Subject objectives	1. Integration of knowledge and skills acquired during psychological and pedagogical training by reflecting on experiences gained during school practice. 2. Analysis of one's own resources in teaching and designing a professional development path.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDL3_W12] Graduates have an advanced knowledge and understanding of interpersonal and social communication processes, as well as their regularities and disruptions	Graduates have an in-depth knowledge and understanding of social perception and communication theory: social behaviour and its determinants, interpersonal situations, issues of empathy, assertive, aggressive and submissive behaviour, attitudes, stereotypes, prejudices, stress and coping with it, communication between people in institutions; rules of cooperation; communication processes; communication styles of students and teachers; principles of emotional communication in the classroom and in conflict situations; barriers to communication, especially in the classroom; various forms of communication – self-presentation, active listening, effective communication, non-verbal communication; the influence of the media on changes in contemporary communication and on the educational process;	[SW5] implementation of a problem task
	[PEDL3_U01] Graduates are able to observe educational situations and events, analyse them using pedagogical and psychological knowledge, and propose solutions to problems	The graduate is able to communicate in a conflict situation.	[SU8] observation of student's independent or team work
	[PEDL3_U19] Graduates are able to use and integrate knowledge in the field of pedagogy and related scientific disciplines in order to analyse educational problems	Graduates are able to communicate effectively and consciously	[SU5] implementation of a problem task
	[PEDL3_U08] Graduates are able to develop students' creativity and independent critical thinking skills, and strengthen their emotional resilience	The graduate is able to recognise the psychosocial support needs of students	[SU5] implementation of a problem task
	[PEDL3_U11] The graduate is able to monitor the progress of pupils' cognitive, emotional and social development, their activity and participation in the social life of the school	Graduates are able to cope with stress and apply strategies for dealing with difficulties	[SU5] implementation of a problem task
Subject contents	• Determinants of success in teaching. Identification of teacher professional development phases - a pedagogical perspective. • Assessment of teacher performance quality. • Reflection and self-reflection on resources in teaching. • Self-reflection and analysis of resources in teaching. • Communicative competences - analysis of psychological conversations (interpersonal relationships). • Difficult situations at school - analysis of complex pedagogical events. • Teacher professional advancement and principles of designing a professional development path. • Stress and the issue of burnout in teaching.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Problem-solving and presence	51.0%	100.0%
Recommended reading	Basic literature	Kaendler C., Wiedmann M., Rummel N., Spada H., <i>Teacher competencies for the implementation of collaborative learning in the classroom: A framework and research review</i> , "Educational Psychology review" 2015, vol. 27(3), s. 505-536.	
	Supplementary literature	Neville B., <i>Educating psyche. Imagination, emotion and the unconscious in learning</i> , David Lovell Publishing, Melbourne 2013.	

	eResources addresses	Basic https://journals.umcs.pl/j/article/view/8337/7205 - Scholar, Ebsco, Springer Supplementary https://katalog-bug.ug.edu.pl/discovery/search?query=any,contains,emocje%20w%20nauczaniu&tab=Everything&search=48UGD&offset=0 - Scholar, Ebsco, Springer, Library of the University of Gdańsk
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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