University of Gdańsk

Subject card

Subject name and code	Multimedia Workshop of a Polish Language Teacher, PG_00211206		
Field of study	Polish Studies		
Date of commencement of studies	October 2026	Academic year of realisation of subject	2027/2028
Education level	Master's studies	Subject group	Obligatory subject group in the field of study Optional subject group
Mode of study	full-time studies	Mode of delivery	at the university
Year of study	2	Language of instruction	Polish
Semester of study	4	ECTS credits	3.0
Learning profile	academic	Assessment form	credit
Conducting unit	Division of Applied Polish Studies -> Institute of Polish Philology -> Faculty of Languages -> Rector		
Name and surname of lecturer (lecturers)	Subject supervisor	dr Maria Szoska	
	Teachers		

Lesson types							
	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	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	8.0	37.0	75

Subject objectives	The aim of this course is for the student to acquire skills in using ICT tools and multimedia in the process of teaching Polish at all stages of education. Acquiring technical skills, but above all using them in the process of learning and teaching is an important part of the course.

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FPMU2_U08] Has literary and linguistic skills and linguistic competence to undertake work related to the chosen specialty.	Student: - evaluate information and information systems from an informational, linguistic and aesthetic point of view, - interpret a literary work using various methods and be able to place it in a historical-literary, cultural and biographical context; - is able to relate a literary text to another work of art (thinks and interprets multi-textually), - has the ability to prepare and present typical written and oral presentations at different levels of formality (ability to create a presentation; ability to self-present); - understands the need to constantly update and develop his/her knowledge of the Polish language in relation to the changing world, - acquires specialist skills in the use of MS Office, graphic applications, programmes for playing and processing film files and photos - includes every student in the learning area, adapting the educational process to the needs of diverse learners, - uses websites, educational platforms, applications and tools to support and modernise the teaching-learning process, making it not only a multimedia but also a multimodal activity space.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU6] demonstration of practical skills
	[FPMU2_K05] Actively participates in projects to preserve the cultural, literary and linguistic heritage of the region, the country and Europe.	Student: - demonstrates a willingness to shape the cultural awareness of society through the promotion of literature and reading	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
	[FPMU2_K04] He is ready to take responsibility for his own academic work and that of the co-created team.	The student: - builds a reflective teacher's workshop, designing and revising his/her own development - creates an electronic or traditional portfolio of a future Polish teacher	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK7] entries and opinions in the internship diary [SK8] observation of student's independent or team work
	[FPMU2_W10] Has an in-depth knowledge of literary and linguistic studies in the field of their chosen specialization in the context of cultural and civilizational changes.	Student: - acquires expertise in information and media technology in the work of the Polish language teacher, - identifies ways of evaluating data in relation to their aesthetic function, i.e. the quality of multimedia, text, adequacy of content to form, - has basic knowledge of the interdisciplinary connections of literary studies with anthropology, philosophy and aesthetics; - knows and understands the basic methods of analysis and interpretation of literature in the context of other arts, - has a structured knowledge of online resources in the field of Polish literature, including digital libraries and the educational offer of museums and open educational resources, - is familiar with alternative (including remote) forms of education, implementing the principles of teaching adapted to each student as much as possible (inclusive teaching, inclusive teaching).	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work

Course outcome	Subject outcome	Method of verification
[FPMU2_K06] He consciously develops his own professional competence in literary and linguistics studies, becoming ready for the changing reality.	The student: - improves himself/herself, reflects, analyses and evaluates his/her own workshop of a modern teacher (acts and thinks multimodally), - consciously build interpersonal relations: they are able to communicate, interact and work in a group, appropriately defining their own tasks and those of other group members	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task [SK6] demonstration of practical skills

Subject contents

1 Information technology: the challenge and requirement of the modern age.2. Basics of student safety online and models of good practice.3. Student and teacher identity in a multimedia world. Challenges of remote education.4. The Polish language teacher as a conscious user of multimedia. The online base of the polonist:

- Creating functional infographics Canva, Piktochart,
- Lesson presentation: M. Point a Prezi,
- Liternet, Digital literature,
- Creating multimodal learning tools. Flipped classroom method (Wix website).

5 School journalism. E-magazine (Qmam, Issuu).6. E-learning in the practice of Polish language education. 7. The potential of educational quizzes (Kahoot).8. Homo players: users of the virtual playground. Game as an interpreter of a literary text.9. Contemporary museum and virtual tour. Interactive art.10. Basic elements of knowledge about the system of financing science and handling the so-called system of funding streams in Poland. Funding of research tasks and educational projects (school and university), educational grants for students.

Prerequisites and co-requisites

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
the completion of a sub-project and/or project/presentation/game	51.0%	60.0%
active participation in activities	80.0%	40.0%

Recommended reading

Basic literature

1. *E-polonistyka*, pod red. A. Dziak, S.J. Zurka, Lublin 2009.
2. Kasprzak P., Kłakówna Z.A., Kołodziej P. i in., *Edukacja w czasach cyfrowej zarazy*, Toruń 2016.
3. Kluszczynski, R. W., *Społeczeństwo informacyjne. Cyberkultura. Sztuka. Multimedia*, Kraków 2002.
4. Manovich L., *Język nowych mediów*, tłum. P. Cypryański, Warszawa 2006, rozdział *Interfejs*.
5. Pawlicka U., *Literatura cyfrowa. W stronę podejścia procesualnego* , Gdańsk 2017.
6. Szczepaniak-Sobczyk Laura *E-learning w edukacji polonistycznej*, Gdańsk 2018 (tu: rozdział 2).

Supplementary literature

B. Complementary literature

1. Keen A., *Kult amatora. Jak internet niszczy kulturę,* tłum. M. Bernatowicz, K. Topolska-Ghariani,z wprowadzeniem K. Krzysztofka, Warszawa 2007.
2. Kulig-Kozłowska A., *Facebook w szkolnej ławce: media społecznościowe a edukacja polonistyczna*, Krakow 2017.
3. Pawlicka U., (*Polska) poezja cybernetyczna. Konteksty i charakterystyka*, Krakow 2012.
4. Postman N., *Technopol. Triumf techniki nad kulturą*, tłum. A. Tanalska-Duleba, Warszawa 1995.
5. Rettberg J.W., *Blogowanie*, tłum. M. Szczubiałka,Warszawa 2012.

eResources addresses

Example issues/ example questions/ tasks being completed

Work placement	Not applicable

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