

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>	<b>0313.3.PSY.A09.PZWSPU</b>	
<b>Name of the course in</b>	Polish	Przedmiot w zakresie wsparcia studentów w procesie uczenia się <b>Przygotowywanie prac naukowych i prezentacji z psychologii</b>
	English	<b>Subjects to support students in the learning process - Preparation of scientific papers and presentations in psychology</b>

### 1. LOCATION OF THE COURSE OF STUDY within the system of studies

<b>1.1. Field of study</b>	Psychology
<b>1.2. Mode of study</b>	Full-time studies
<b>1.3. Level of study</b>	Uniform MA studies
<b>1.4. Profile of study*</b>	Academic
<b>1.5. Person/s preparing the course description</b>	dr Beata Łubianka
<b>1.6. Contact</b>	beata.lubianka@ujk.edu.pl

### 2. GENERAL CHARACTERISTICS OF THE course of study

<b>2.1. Language of instruction</b>	Polish/English
<b>2.2. Prerequisites*</b>	Knowledge of the basics of psychology and information technology

### 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	classes	
<b>3.2. Place of classes</b>	Classes in the teaching room of the Jan Kochanowski University (JKU)	
<b>3.3. Form of assessment</b>	graded credit	
<b>3.4. Teaching methods</b>	multiple (group) discussion, discussion - brainstorming; multimedia presentation, work with a printed source	
<b>3.5. Bibliography</b>	<b>Required reading</b>	American Psychological Association. (2020). Publication manual of the American Psychological Association: The official guide to APA style (7th ed). American Psychological Association. Horiuchi, S., Nasser, J. S., & Chung, K. C. (2022). The Art of a Scientific Presentation: Tips from Steve Jobs. <i>Plastic &amp; Reconstructive Surgery</i> , 149(3), 533–540. Nęcka, E., R. Stocki (2006). <i>Jak pisać prace naukowe z psychologii. Poradnik dla studentów i badaczy</i> . Kraków: AiWPN Universitas Kraków. Weiner, J. (2009). <i>Technika pisania i prezentowania prac naukowych</i> . Warszawa: Wydawnictwo Naukowe PWN.
	<b>Further reading</b>	American Psychological Association. (2020). Sample papers. <a href="https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers">https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers</a> Klawiter, A. (1989). Trzy postawy wobec nauki – uczestnik, rozumiejący obserwator, badacz. W: J. Brzeziński i K. Łastowski (red.), <i>Filozoficzne i metodologiczne podstawy teorii naukowych („Poznańskie Studia z Filozofii Nauki”</i> , z. 11, s. 11–28). Warszawa: PWN. Łastik, A. (2016). <i>Poznaj swój głos... Twoje najważniejsze narzędzie pracy</i> . Warszawa: Wydawnictwo Studio EMKA.

### 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<b>4.1. Course objectives (including form of classes)</b>
<b>Classes</b>
C1 - gaining knowledge on the principles of preparing scientific papers and presentations in psychology
C2 - acquiring the ability to use in practice the knowledge of the preparation of scientific papers and presentations in psychology in the course of the learning process
C3 - shaping positive attitudes through the preparation of scientific papers and presentations on psychology as well as acquiring the ability to assess and verify your knowledge and skills on this subject in order to increase the effectiveness of your own learning

#### 4.2. Detailed syllabus (including form of classes)

##### Classes

1. Acquainting with the course sheet and the conditions of passing
2. Principles of preparation and editing of scientific papers on psychology
  - types of research papers in psychology
  - structure and content of a research paper
  - editorial standards of scientific psychological texts in Polish based on the APA rules
3. Ways of searching and collecting scientific data
  - quantitative and qualitative development of the collected research material
  - electronic databases of psychological publications
  - Internet tools supporting the preparation of scientific papers
4. Principles of preparing and conducting a presentation in psychology
  - purpose, content, aesthetics of the presentation
  - properties of a good slide
  - different types of presentation
  - determinants of the attractiveness of the message
  - public speaking and stress
4. Selected issues of the ethics of preparing scientific papers
  - plagiarism
  - citations
  - Copyright

#### 4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of <b>KNOWLEDGE:</b>		
W01	knows the terminology used in psychology regarding the preparation of scientific papers and presentations, and knows its application in related disciplines, with particular emphasis on social sciences and humanities	PSYCH_W07
within the scope of <b>ABILITIES:</b>		
U01	is able to use psychological theoretical knowledge in the analysis of the selection of sources of scientific knowledge and its presentation, and is able to critically apply this knowledge in determining his needs and preferences in relation to their use in the course of the learning process	PSYCH_U02
within the scope of <b>SOCIAL COMPETENCE:</b>		
K01	is able to critically relate and set priorities as well as identify and resolve dilemmas related to the preparation of scientific papers and presentations on psychology in terms of the possibility of improving the effectiveness of their own study	PSYCH_K04

#### 4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																							
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			multimedia presentation or book review					
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes								
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...			
W01											+													
U01											+			+			+				+			
K01														+			+				+			

\*delete as appropriate

#### 4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
classes (C)* (including e-learning)	3	The student mastered the material to a satisfactory / basic level and obtained over 50% of possible points in the preparation of a presentation or book review on a given topic and completed tasks in the field of own work
	3,5	The student mastered the material to a satisfactory degree, obtained over 61% of possible points in

	the preparation of a presentation or book review on a given topic, and completed tasks in the field of own work
<b>4</b>	The student mastered the material to a good degree and obtained over 71% of the possible points in the preparation of a presentation or book review on a given topic during the test, and was also very active in the exercises and completed tasks in the field of own work
<b>4,5</b>	The student mastered the material to an over good degree and obtained over 81% of possible points in the preparation of a presentation / book review on a given topic, and was also more active in the exercises and completed tasks in the field of own work
<b>5</b>	The student mastered the material to a very good degree and obtained over 91% of possible points in the preparation of a presentation or book review on a given topic, and was very active in the exercises and completed tasks in the field of own work

## 5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	<b>15</b>	<b>10</b>
<i>Participation in classes, seminars, laboratories*</i>	15	10
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	<b>10</b>	<b>15</b>
<i>Preparation for the classes, seminars, laboratories*</i>	2	3
<i>Gathering materials for the project/Internet query*</i>	4	6
<i>Preparation of multimedia presentation</i>	4	6
<i>TOTAL NUMBER OF HOURS</i>	<b>25</b>	<b>25</b>
ECTS credits for the course of study	<b>1</b>	<b>1</b>

*\*delete as appropriate*

**Accepted for execution** (date and legible signatures of the teachers running the course in the given academic year)

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