

1.	Field of study	International Studies in Political Science and Diplomacy
2.	Faculty	Faculty of Social Sciences
3.	Academic year of entry	2024/2025 (winter term)
4.	Level of qualifications/degree	first-cycle studies
5.	Degree profile	general academic
6.	Mode of study	full-time

7.	General information about the module	
Module name		Social skills training
Module code		W3-MS-S1-TUS
Number of the ECTS credits		1
Language of instruction		Polish
Purpose and description of the content of education		The purpose of the class "Social Skills Training" is to equip students with competencies in effective communication (verbal and non-verbal), the purpose of which is, among other things, the ability to critically respond to arguments and present one's own position in a factual manner with respect for dissenting views. Students will work on ways to respond to their own emotions, their expression. An important aspect will be to prepare participants to work in a group.
List of modules that must be completed before starting this module (if necessary)		not applicable

8.	Learning outcomes of the module			
Code	Description	Learning outcomes of the programme		Level of competenc (scale 1-5)
TUS_K01	The student is aware of his own emotions, controls their expression and is able to influence the emotions of others.	MS_1_K01		3
		MS_1_K04		4
TUS_K02	The student is aware of the responsibility for actions taken in a team, and is capable of working effectively in a group.	MS_1_K03		3
TUS_U01	The student is aware of interpersonal differences.	MS_1_U03		4
TUS_U02	The student is able to level conflicts in the team and use them creatively, turning destructive conflict into constructive conflict.	MS_1_U03		4
		MS_1_U04		3
		MS_1_U10		3
TUS_W01	The student knows the principles of social communication, with reference to communicative acts in general and interpersonal aspects.	MS_1_W10		5
		MS_1_W11		3

9.	Methods of conducting classes		
Code	Category	Name (description)	
a05	Lecture methods / expository methods	Explanation/clarification <i>explication involving the derivation of a predetermined theorem from other, already known ones, in the number of steps</i>	

		<i>specified by the person teaching the course</i>
b03	Problem-solving methods	Activating method – educational games <i>learning content in the guise of a rule- and/or principle-based game; conducted in a deliberately arranged situation based on the description of relevant facts and processes; learners compete with one another within the framework of rules laid down by the academic teacher; varieties include simulation games – involving a simulation of real situations; decision games – based on the decision-making process and the recognition of the consequences of the decisions made (e.g., a decision tree); psychological games – increasing the emotional-volitional component of the participants' attitudes</i>
b04	Problem-solving methods	Activating method – discussion / debate <i>an exchange of views supported by substantive arguments leading to a clash of different views, a compromise or the identification of common positions; it proceeds according to previously agreed-upon rules regarding the time, manner and turn-taking as well as the principles of civil discourse; a discussion is not a competition but aims at finding the best solutions or presenting different points of view; its varieties include brainstorming, Oxford-style debate, panel discussion, decision tree, conference discussion; a debate is an orderly dispute between supporters and opponents of a viewpoint, usually specialists in the field or pre-selected representatives of a group dealing with a common problem</i>
b06	Problem-solving methods	Activating method – staged drama/drama <i>experiential learning; solving a problem by acting out a role; a.k.a. a role-playing method; role-players interpret their roles in an individual way; the identification with the role is achieved through the activation of the senses, imagination and speech, the stimulation of gesture and movement, etc.; the aim of drama is to experience situations, problems and events mediated by the role; staged drama is a role-playing method enriched with props and stage scenery illustrating a theme</i>
b07	Problem-solving methods	Activating methods: a case study <i>a comprehensive description of a phenomenon connected with the selected discipline; reflecting the reality, presenting the 'what', 'where' and 'how' of the phenomenon, i.e., all of its key aspects to be discussed in class; used as a reproduction, presentation, discussion or diagnosis of factors that shape the phenomenon or interact with it; an in-depth qualitative analysis and evaluation of a selected phenomenon</i>
b08	Problem-solving methods	Activating method – peer learning <i>learning through the exchange of knowledge in a group/team/pair of students, i.e., in the so-called learning cell; a kind of mutual learning; an approach focused on student activity under the guidance of the person teaching the course; a learning situation where students with a similar level of experience learn from one another</i>
b10	Problem-solving methods	SWOT analysis <i>a method of analyzing a phenomenon/action/work of an institution, employed to organize information and solve problems; applied in strategic planning, project implementation or solving a business or organizational problem; a universal tool to be used in the initial stage of a strategic analysis which involves sorting information about a problem into four categories: strengths and weaknesses, opportunities and threats; SWOT analysis makes it possible to determine the factors in favour of a project and its chances for success, as well as eliminating or reducing negative factors and threats to the project at the stage of early diagnosis</i>
c03	Demonstration methods	Audio playback / audio drama <i>preparation and reproduction of sound material (audio recording) in its entirety or in fragments in order to illustrate the content taught in class, to submit it to analysis and evaluation or to use it as a method of sound perception, including the appreciation of a musical piece, an artistic audio drama, an oral presentation of an artistic or scientific text as well as a media text; analysis of the sound material recorded on a carrier with a view to studying a sound-related phenomenon</i>
c07	Demonstration methods	Screen presentation <i>a presentation of synthetic image content using computer graphics, e.g., a series of slides or other multimedia forms, usually accompanied by a commentary; typical components of a screen presentation include text organized into bulleted points, charts, images and animations, sometimes sound effects or music; a multimedia illustration of course content presented in the form of a projected image</i>
c08	Demonstration methods	Value-based methods – affective methods

		<i>methods of participating in exhibited moral, social, aesthetic and scientific values; activities evoking genuine emotional reactions to works/objects/actions; a method which activates an emotional response to the presented content, intensifies attention, depth of experience and a reflection on values</i>
c09	Demonstration methods	Value-based methods – expressive methods <i>methods of accessing value-related knowledge, experiencing values in emotion-laden activities; creating situations enabling the creation or reproduction of values as a way of self-expression combined with experiencing values (individually or in a group); actions, most often creative, involving an expressive and suggestive way of expressing emotions</i>
d03	Programmed learning methods	Working with another teaching tool <i>e.g. using websites in any way or according to the rules set by the teacher; or making use of other subject-specific tools</i>
e04	Practical methods	Project scheduling <i>proceeding according to the steps proposed within a specific methodology for the completion of a task; e.g., identifying project objectives, determining the result, identifying strengths, limitations, opportunities and threats (SWOT), establishing a schedule of activities, assessing resources, establishing an implementation plan; the initial diagnosis; the reassessment of assumptions; the process of preparing the practical implementation of a project</i>

10. Forms of teaching					
Code	Name	Number of hours	Assessment of the learning outcomes of the module	Learning outcomes of the module	Methods of conducting classes
W3-MS-S1-TUS_Wr	workshop	15	course work	TUS_K01, TUS_K02, TUS_U01, TUS_U02, TUS_W01	a05, b03, b04, b06, b07, b08, b10, c03, c07, c08, c09, d03, e04

11. The student's work, apart from participation in classes, includes in particular:			
Code	Category	Name (description)	Is it part of the BUNA?
a03	Preparation for classes	Developing practical skills <i>activities involving the repetition, refinement and consolidation of practical skills, including those developed during previous classes or new skills necessary for the implementation of subsequent elements of the curriculum (as preparation for class participation)</i>	Yes
c03	Preparation for verification of learning outcomes	Implementation of an individual or group assignment necessary for course/phase/ examination completion <i>a set of activities aimed at performing an assigned task, to be executed out of class, as an obligatory phase/element of the verification of the learning outcomes assigned to the course</i>	Yes
d02	Consulting the results of the verification of learning outcomes	Development of a corrective action plan as well as supplementary/corrective tasks <i>reviewing and selecting tasks and activities enabling the elimination of errors indicated by the academic teacher, their verification or correction resulting in completing the task with at least the minimum passing grade</i>	Yes

Information on the details of the module implementation in a given academic year can be found in the syllabus available in the USOS system: <https://usosweb.us.edu.pl>.