



Akademia
Humanistyczno
Ekonomiczna
w Łodzi

2026-2027

ACADEMIC OFFER

CULTURE STUDIES



CULTURE STUDIES



Language: **English**

Winter and Spring
2026-2027

Culture Studies Bachelor

SUBJECTS OFFERED IN BOTH SEMESTERS

Narrative Identity	exercises
Narrative ethics, and ethical criticism of art and literature	exercises
AI – a new everyday reality	project
Art colliding with the commercialization of the market	project
Graphic design in relation to contemporary visual and audio arts	workshops
Film language	exercises

WINTER SEMESTER ONLY

Art History I	lecture
Photography I	workshops
History of Philosophy/Foundations of Philosophy	lecture
History of Philosophy/Foundations of Philosophy	project

SPRING SEMESTER ONLY

Art History II	lecture
ZDW: Intellectual Property Protection	exercises
Communication and Relations building	workshops
Project of own initiatives	project

Narrative Identity

exercises

4 ECTS

Teaching methods

didactic discussion / brainstorming / individual and group work

Method of verifying education

colloquium / activity during classes

OBJECTIVES

The course will provide a general introduction to the topic of narrative identity. In this theory of identity, we have access to our past only through the medium of narrative. It is through this narrative that we can perceive our lives as a coherent and meaningful whole and create our own sense of who we really are.

COURSE CONTENT

- The issue of the narrative turn in the humanities;
- The most important concepts of narrative identity - hermeneutic (e.g. Ricoeur, MacIntyre, Taylor) as well as naturalistic (e.g. Schechtman, DeGrazia, Dennett);
- The relationship between narrative identity and cultural/social identity;
- The mutual influences between the concept of narrative identity and literature/culture/art.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student has knowledge of narratology and understands the interdisciplinary nature of this field.
- The student knows, understands, and applies appropriate terminology related to narratology, and correctly defines the concepts of transmedia narrative and interactive narrative.

In terms of skills:

- The student is able to use knowledge from the field of narratology and can also identify its connections with issues from other humanities and social sciences.

In terms of social competencies:

- The student is ready to critically evaluate their own knowledge and the content they receive in the field of culture and its products, taking into account their understanding of narrative theories.
- The student recognizes the importance of knowledge in narratology for solving scientific and practical problems related to culture and its products.

Narrative ethics, and ethical criticism of art and literature

exercises

3 ECTS

Teaching methods

didactic discussion / brainstorming / group and individual work

Method of verifying education

colloquium / activity during classes

OBJECTIVES

This course will provide a general introduction to the topics of narrative ethics and ethical criticism. In the first part of the course, we will discuss the ethical aspects of narrative and storytelling.

COURSE CONTENT

- various discourse fictionalization strategies applied in the process of storytelling, such as elements of emplotment, the beginning-middle-end structure, narrative patterns of acting and thinking provided by a given culture, rhetorical tropes, vague predicates, approximate or indirect references, so-called narrative substances (Nss), etc.;
- their at least partially fictionalizing nature;
- the ethical factor in our personal, non-fictional narrative, which is always told from the first-person perspective and thus maintains the autonomy of a narrating subject. In the
- second part of the course, we will discuss W. Booth's and M. Nussbaum's concept of ethical criticism. Referring to the concept of threefold mimesis (P. Ricoeur) and the
- notion of the intersection of the world of a text and the world of a reader, we will analyze the mutual relationships and influences between literature and real life.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student has knowledge of narratology and understands its interdisciplinary nature
- The student knows, understands, and applies appropriate terminology related to narratology, and correctly defines the concepts of transmedia narrative and interactive narrative.
- The student knows and understands theories of narratology and applies them to analyze and interpret various cultural products (film, literature, photography, art, comics, video games).

In terms of skills:

- The student is able to use knowledge from the field of narratology and can also identify its connections with issues from other humanities and social sciences.
- The student is able to analyze cultural phenomena and products using narrative methods (film, literature, photography, art, comics, video games) and apply the acquired knowledge of narrative theory in professional practice.

In terms of social competencies:

- The student recognizes the importance of knowledge in narratology for solving scientific and practical problems related to culture and its products.

AI – a new everyday reality

exercises

4 ECTS

Teaching methods

didactic discussion / brainstorming /
group and individual work

Method of verifying education

project / activity during classes

OBJECTIVES

This course delves into the rapid advancement and integration of artificial intelligence into our daily lives. We'll explore how AI is shaping industries, changing human-machine interactions, and redefining societal norms. Participants will gain insight into the transformative power of AI, its potential benefits, and the ethical considerations surrounding its implementation.

COURSE CONTENT

- What is artificial intelligence? Philosophical foundations of AI. The origins of the problem and its precursors: Charles Babbage's Analytical Engine. Can machines think? The Turing Test and John Searle's argument (the Chinese Room).
- Philosophical contexts of AI: the mind-body problem. Reality as a matrix (David Chalmers). Cyberspace. Transhumanism.
- Artificial intelligence and personal identity. Paradoxes of identity related to AI. Selected ethical dilemmas associated with artificial intelligence.
- The emergence of artificial intelligence and the future world: how AI may influence various areas of reality (e.g., work, social relationships, love, friendship, human rights, wars, etc.).
- Challenges of the contemporary world (e.g., globalization, cultural diversity, modern technologies) and the development of culture in recent years. AI as a creator and organizer of culture?
- Can machines be creative? What is creativity? The Ada Lovelace Test. Examples of works created by AI (music, paintings, graphics, literature).
- Other examples of the use of AI in culture. The impact of AI on various areas of culture. Potential benefits and challenges associated with the use of AI in culture.
- Popular platforms and tools for creating and analyzing multimedia content (e.g., OpenAI, MidJourney, DALL-E, Jukebox): their functions, capabilities, and limitations.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student has basic knowledge of artificial intelligence, its philosophical foundations, and the opportunities, risks, and dilemmas associated with it.
- The student understands the interdisciplinary nature of artificial intelligence and its impact on contemporary reality, and is familiar with new tools, challenges, and research directions related to the application of AI in culture.

In terms of skills:

- The student uses artificial intelligence technologies in communicating cultural content and understands their significance in creating and promoting cultural phenomena.
- The student proposes solutions to specific problems in the field of cultural management, drawing on acquired theoretical and practical knowledge related to modern technologies (with particular emphasis on AI).

In terms of social competencies:

- The student is aware of the need to continuously update and improve their knowledge and professional skills in response to scientific and technological progress.
- The student understands and appreciates an innovative approach in professional work and uses new technologies in an ethical manner when preparing cultural projects.

Art colliding with the commercialization of the market

exercises

4 ECTS

Teaching methods

didactic discussion / brainstorming / individual and group work

Method of verifying education

project / assignments / activity during class

OBJECTIVES

In this course, we'll investigate the intricate dance between art and commercialization in today's fast-paced market. We'll discuss how commercial demands impact artistic integrity and whether true creativity can still thrive in such an environment.

Participants will be encouraged to reflect on the balance between artistic passion and the pragmatic demands of the modern world.

COURSE CONTENT

- Understanding the concept of creativity – various theories of creativity.
- Heuristics – thinking through analogy, metaphor, and abstraction.
- Selected methods of creative problem-solving.
- The creative personality.
- Conscious creation of creative situations leading to personal development.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Distinguishes creative behaviors from standard ones.
- Explains concepts of human creative development.
- Identifies what fluency, flexibility, and originality of thinking are.
- Explains selected methods of creative problem-solving.

In terms of skills:

- Applies selected methods of creative problem-solving.
- Combines different ideas, concepts, and proposals.
- Justifies their attitude and views.
- Demonstrates readiness to break established patterns in thinking and action.

In terms of social competencies:

- Maintains autonomy in thinking and action.
- Organizes their own activities in an innovative manner.
- Demonstrates flexibility in thinking and action.

Graphic design in relation to contemporary visual and audio arts

exercises

4 ECTS

Teaching methods

didactic discussion / brainstorming / individual and group work

Method of verifying education

colloquium / activity during classes

OBJECTIVES

In this course we will carry out tasks in the field of graphic design in relation to other fields of art and culture. We will explore new aesthetic spaces for interdisciplinary activities. These classes will develop the student's design workshop and learn to design contemporary brand identity and visual communication, creating projects in the field of design combined with other fields such as music, video, literature, experiment. We will be constantly inspired by modern technologies and we will be looking for answers to the questions that art raises today, also in the context of AI. Classes will be based on the implementation of projects, discussions about them, and common conclusions. We will be looking for opportunities to implement projects and build a portfolio.

COURSE CONTENT

- Basic elements of graphic design – terminology, definitions, and concepts related to visual arts; techniques, technologies, and methods of execution.
- Building visual communication, composition, and narrative.
- Image and text as components of graphic composition.
- Developing graphic interpretations of concepts; visualization.
- Design for a selected client – objectives that applied graphics should fulfill.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows the basic terminology, definitions, and concepts related to visual arts and graphic design.
- Is able to identify the formal elements of a graphic design project.

In terms of skills:

- Identifies the formal elements of a design and is aware of their impact; interprets concepts and meanings graphically.
- Takes into account contemporary trends in graphic design; is able to combine text and image and visualize concepts.
- Seeks inspiration in the visual arts and graphic design.

In terms of social competencies:

- Demonstrates initiative and active engagement in seeking connections and artistic inspiration.

Film Language

exercises

4 ECTS

Teaching methods

lecture / didactic discussion /
visits to cultural institutions / demonstrations

Method of verifying education

assignments / activity during classes

OBJECTIVES

This course provides students with a comprehensive understanding of the language of film. Through selected examples, students are introduced to the formal language of cinema not only in narrative (feature) films, but also in documentary and animated forms. The course offers insights into film genres and the elements that constitute cinematic expression, including: film narration and dramaturgy, visual aspects (e.g. types of shots, frame composition, camera work, set design), acting, soundtrack, editing, and special effects. Learning is reinforced through group discussions.

COURSE CONTENT

- Components of the language of film: narration and dramaturgy, visual aspects, acting, soundtrack, editing, special effects.
- Film shots and camera work – illustrated with selected examples.
- Film editing and sound design – illustrated with selected examples.
- Postproduction and special effects – illustrated with selected examples.
- Analysis of selected films.
- The language of animated film – the use of abbreviation and symbolism.
- The language of documentary film.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Students know and understand basic elements of film language, including storytelling, visual aspects of the film, acting, sound design, editing, and special effects.
- Students gain knowledge of film genres and ability to distinguish between feature, documentary and animation.

In terms of abilities:

- Students acquire the ability to perform detailed analyses of films and to apply theoretical concepts to practical case studies.
- Students are able to identify and evaluate the role of visual, auditory and narrative elements in shaping the meaning of a film.

In terms of social competencies:

- The course develops competences such as openness to different viewpoints, effective communication skills and teamwork.

Art History I

lecture

2 ECTS

Teaching methods

lecture

Method of verifying education

exam / assignments / activity during classes

OBJECTIVES

The aim of the course is presentation of artistic trends and styles after the fall of the Roman Empire to the 19th century and acquainting students with changes in the field of 20th-century art, including modernism, anti-art and classical avant-garde. The student is able to distinguish between the specificity of such directions as, for example, expressionism, cubism, surrealism, be able to deal effectively with something suggested by the style. Classes focus not only on the history of painting, but also on the history of photography and experimental film. The aim of presenting the history of art in the problematic history of modernist thought as opposed to traditional art and tradition.

COURSE CONTENT

- The concept of art and its transformations throughout history.
- Historical styles from the 5th century BC to the 21st century.
- Art in the Paleolithic, Neolithic, and ancient periods (Egypt, Mesopotamia).
- Early Christian, Carolingian, Romanesque, and Gothic art.
- The Renaissance, the Mannerist crisis, Baroque synthesis, Classicism, and Romanticism.
- Modernist art in the 19th century – from Realism to Post-Impressionism.
- Classical avant-garde art (1905-1930) – Cubism, Futurism, Abstraction, Dada, Surrealism, and Constructivism.
- The concept of anti-art in the 20th century – Marcel Duchamp.
- Variants of abstract art in the interwar period and its transformations up to the early 21st century.
- Defining artistic modernism after World War II – Action Painting, Minimal, Art, Pop Art, Conceptualism.
- Major achievements of Polish art in the 20th century (W. Strzemiński, K. Kobra, A. Wróblewski, M. Abakanowicz, A. Szapocznikow).
- Postmodernism in architecture, painting, and photography.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Has a structured understanding of the theory and practice of artistic and design graphics, as well as contemporary media, and is familiar with the appropriate terminology and methodology. Possesses interdisciplinary knowledge of the entire history of art and aesthetics and is able to interpret styles across historical periods. Has knowledge of philosophy and is familiar with the views of major philosophers. Possesses knowledge enabling the acquisition, iconographic analysis, and general interpretation of necessary information.

In terms of skills:

- Recognizes artists and their works from specific historical periods. Compares works of art from different periods, identifying common features and differences. Analyzes and interprets both historical and contemporary works of art.

In terms of social competencies

- Understands the need for lifelong learning, independently expands and updates knowledge in modern processes and technologies, and is able to inspire and organize the learning process for others.

Photography I

workshops

3 ECTS

Teaching methods

lecture / project-based method / case study

Method of verifying education

project / assignments / activity during class

OBJECTIVES

The aim of the course is: getting to know the development and history of photography (in short) and the basic elements of the photographic workshop including work in an atelier and in a darkroom; acquiring the ability to consciously organize the shooting plan and to control the selection of technical parameters for image recording consistent with the program assumptions, both in traditional cameras with silver media and on digital media. The didactic process, apart from mastering the workshop skills, is designed to stimulate the imagination, deepen artistic sensitivity and the ability to observe combined with making quick decisions about actions. Improving the ability to use computer programs (Photoshop and related). In line with technical and creative needs; striving to use the value of the creative and meaning potential of photography; developing teamwork skills.

COURSE CONTENT

- The history of world photography within the context of global art history. The history of philosophical and aesthetic thought in relation to changing trends in photography.
- The history of Polish photography. Major Polish photographers and the themes they have addressed.
- Technical aspects of photography. Types of composition in photography and their translation into the fine arts. The significance of black and white, color, light, and perspective in photographic framing.
- Working with an analog camera. Building a photographic frame. Practicing correct framing of a given subject. Correlating theoretical knowledge of composition with technical knowledge. Working in an analog darkroom in relation to working with digital cameras and digital darkroom techniques.
- Using photographic images in graphic design, animation, painting, film, performance art, etc. In both historical and contemporary contexts. Expressing philosophical thoughts and self-expression based on key creators who use photography in art.
- Using Adobe programs and others to process photographic images for graphic purposes.
- Finding subjects and personal forms of photographic expression.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Has theoretical knowledge in the history of art and photography.
- Applies organized knowledge of photography theory and the history of art, philosophy, and aesthetics to analyze photographic images.
- Creates analog or digital photographic images based on interdisciplinary knowledge.
- Utilizes theoretical and technical knowledge in photography and correlates it with theoretical and technical knowledge from other fields to create their own photographic work.
- Uses photographic knowledge acquired through education for artistic and scientific development.

In terms of skills:

- Operates analog and digital cameras and studio equipment.
- Uses traditional photographic processes based on silver halide media and masters digital darkroom work to expand creative possibilities in photography.
- Adjusts the settings of analog and digital cameras as well as lighting equipment according to the needs of a photo session and captures images with proper exposure.
- Applies photography skills for interdisciplinary purposes.
- Develops independent thinking while working on a personal set of photographs, integrating skills from other disciplines.

In terms of social competencies

- Collaborates in a team and expresses opinions constructively.
- Shares knowledge in an interdisciplinary environment.
- Prepares and presents their own projects and artistic achievements both directly and online

ZDW: Basics of Philosophy / History of Philosophy

lecture

1 ECTS

Teaching methods

conversational lecture / didactic discussion /
project-based method

Method of verifying education

exam

OBJECTIVES

Introduction to key concepts and issues in philosophy. Equipping students with knowledge of the history of European philosophy. Enhancing skills related to resolving moral dilemmas encountered in daily life. Fostering a dialogical attitude – developing skills in discussion and teamwork.

COURSE CONTENT

- Fundamentals of Philosophy – Concepts and Major Schools of Thought.
- Key Issues from Various Periods and Branches of Philosophy: Metaphysics, Epistemology, Axiology.
- Discussion of the Most Representative Philosophical Concepts in the History of European Philosophy.
- Preparation for a Philosophical Project using Project-Based Methodology.
- Addressing the Problem of "How to Engage Children, Youth, and Elderly People in Philosophy" – Implementation and Evaluation of a Philosophical Project.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows and understands the nature of philosophy and the differences between philosophy and other disciplines and fields of culture. Knows and understands selected concepts and problems of philosophy. Knows and understands major ethical theories.

In terms of skills:

- Critically analyzes both their own beliefs, arguments, and actions as well as those of others. Argues their position in a coherent and logical manner. Recognizes ethical dilemmas and resolves them independently and responsibly.

In terms of social competencies

- Shows respect for others' opinions. Collaborates within a team, completes assigned tasks, and manages their time effectively. Demonstrates openness to new ideas, facts, and challenges.

ZDW: Basics of Philosophy / History of Philosophy

project

2 ECTS

Teaching methods

conversational lecture / didactic discussion /
project-based method

Method of verifying education

project

OBJECTIVES

Introduction to key concepts and issues in philosophy. Equipping students with knowledge of the history of European philosophy. Enhancing skills related to resolving moral dilemmas encountered in daily life. Fostering a dialogical attitude – developing skills in discussion and teamwork.

COURSE CONTENT

- Fundamentals of Philosophy – Concepts and Major Schools of Thought.
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DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows and understands the nature of philosophy and the differences between philosophy and other disciplines and fields of culture. Knows and understands selected concepts and problems of philosophy. Knows and understands major ethical theories.

In terms of skills:

- Critically analyzes both their own beliefs, arguments, and actions as well as those of others. Argues their position in a coherent and logical manner. Recognizes ethical dilemmas and resolves them independently and responsibly.

In terms of social competencies

- Shows respect for others' opinions. Collaborates within a team, completes assigned tasks, and manages their time effectively. Demonstrates openness to new ideas, facts, and challenges.

Art History II

lecture

3 ECTS

Teaching methods

lecture

Method of verifying education

exam / assignments / activity during classes

OBJECTIVES

The aim of the course is presentation of artistic trends and styles after the fall of the Roman Empire to the 19th century and acquainting students with changes in the field of 20th-century art, including modernism, anti-art and classical avant-garde. The student is able to distinguish between the specificity of such directions as, for example, expressionism, cubism, surrealism, be able to deal effectively with something suggested by the style. Classes focus not only on the history of painting, but also on the history of photography and experimental film. The aim of presenting the history of art in the problematic history of modernist thought as opposed to traditional art and tradition.

COURSE CONTENT

- The concept of art and its transformations throughout history.
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- Postmodernism in architecture, painting, and photography.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Has a structured understanding of the theory and practice of artistic and design graphics, as well as contemporary media, and is familiar with the appropriate terminology and methodology. Possesses interdisciplinary knowledge of the entire history of art and aesthetics and is able to interpret styles across historical periods. Has knowledge of philosophy and is familiar with the views of major philosophers. Possesses knowledge enabling the acquisition, iconographic analysis, and general interpretation of necessary information.

In terms of skills:

- Recognizes artists and their works from specific historical periods. Compares works of art from different periods, identifying common features and differences. Analyzes and interprets both historical and contemporary works of art.

In terms of social competencies

- Critically assesses their knowledge, is willing to expand their knowledge and seek the help of experts, e.g., art historians or conservators.

ZDW: Intellectual Property Protection

lecture

1 ECTS

Teaching methods

lecture

Method of verifying education

exam

OBJECTIVES

Students will learn the concept of intellectual property. The course also covers issues: the role and importance of intellectual property in education, commercial activities and research, and the general scope of protection by exclusive rights, including time and territory. Students will also learn about intellectual property categories and exhaustion of intellectual property rights. Students will learn international treaties and other legal provisions.

COURSE CONTENT

- The historical development of intangible goods protection.
- International and national aspects of intellectual property protection.
- The origins and position of contemporary copyright law and related rights.
- The relationship between intellectual property protection, competition policy, unemployment reduction, innovation, and economic growth.
- The subject matter and entities of copyright law; basic definitions.
- Authors' moral rights to protected works.
- The concept and basic catalogue of economic rights and fields of exploitation of a work; selected issues concerning licenses.
- Forms of infringement of moral and economic copyright: the concepts of plagiarism, piracy, and databases; the role of collective copyright management organizations.
- The concept and principles of permissible private and public use of a work; the rights of libraries and schools; the quotation right.
- Special protection of computer programs, images, and correspondence.
- Protection of inventions, trademarks, and industrial designs; the Community trademark.
- Civil and criminal liability rules for infringement of intellectual property rights.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Students know and understand concepts in the field of intellectual property, including copyright law.
- They know the relationship between intellectual property protection, fair competition, innovation, and economic growth.
- They know the principles of intellectual property protection.
- They know and understand the differences between moral rights and economic (property) copyrights.

In terms of abilities:

- Student: is able to accurately define a work and other objects of intellectual property in both legal and economic terms.
- Is able to determine which works are not protected by copyright law and provide a reasoned justification.
- Is able to select relevant information and statistical data to analyze the economic impact of intellectual property rights.

In terms of social competencies:

- Student is aware of their knowledge of the social and economic role of intellectual property protection.
- Acts in a professional manner, respecting intellectual property.
- Is able to produce academic texts and simple informational content without infringing copyright law.

COMMUNICATION AND RELATIONS BUILDING

workshops

1 ECTS

Teaching methods

lecture / didactic discussion / case study

Method of verifying education

group and individual assignments / project /
activity during classes

OBJECTIVES

The course will explore strategies for establishing and maintaining connections through effective communication. It covers communication tools such as naming emotions, asking questions, and active listening, techniques like paraphrasing and mirroring. The importance of being precise and clear in communication will also be emphasised. Verbal and non-verbal communication means are going to be discovered, discussed and explored together with communication barriers, including cross-cultural context. The course participants will be equipped with practical tools and insights to communicate more effectively, build rapport and trust in order to establish relationships in both personal and professional setting.

COURSE CONTENT

- Ways to effectively establish contact with another person.
- Tools for effective communication: naming feelings, using open questions, active listening: paraphrase, mirroring, precision of the message, "I" message.
- The role of verbal and non-verbal communication.
- Communication barriers.
- The role and importance of emotions in the process of communication and integration.
- Online communication.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student has knowledge of verbal and non-verbal communication, including methods and styles of communication as well as communication barriers.

In terms of skills :

- The student establishes and deepens relationships with the group.
- The student chooses an effective communication strategy.
- The student uses selected tools for effective communication.
- The student is able to present themselves in an appropriate way to the situation.
- The student organizes teamwork.

In terms of social competencies

- The student shows openness to solving individual and group communication problems.
- The student engages in teamwork and plays various group roles.

Project of own initiatives

project

3 ECTS

Teaching methods

didactic discussion / brainstorming / group work / project-based method

Method of verifying education

project / activity during classes

OBJECTIVES

Stimulating an entrepreneurial attitude among students.

Inspiring students to create jobs for themselves and others.

Developing the ability to independently plan a career path in order to realize personal goals and passions.

COURSE CONTENT

- Planning one's own initiative
- Action schedule
- Characteristics of an entrepreneurial attitude
- Identifying strengths and weaknesses of the project
- Evaluation of change
- Passions and interests versus professional work
- Formulating objectives

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the definition and individual stages of a project.
- The student distinguishes an initiative from other forms of activity.

In terms of abilities:

- The student defines personal objectives realized during the design of their own initiative.
- The student designs their own undertaking.
- The student transforms passions and interests into a real project.
- The student critiques their own project as well as the projects of other group members.

In terms of social competencies:

- The student remains open to change.
- The student demonstrates personal benefits resulting from the implementation of the project.
- The student takes responsibility for their own undertaking.