

COURSE SYLLABUS

Academic year: 2025/2026

I. Basic data

Course title	Positive psychology in education
Course title in English	Positive Education
Field of study	General university classes
Level of studies (I, II, unified MA)	II
Form of study (full-time, part-time)	On-campus
Discipline	Pedagogy
Language of instruction	English

Course coordinator	Dr Klaudia Martynowska
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Course form (<i>catalogue closed from the dictionary</i>)	Number of hours	semester	ECTS credits
conversation classes	30	II	2

Prerequisites	Knowledge of English at the level of at least B2
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II. Learning objectives for the course

C1 - improving communicative skills in a foreign language at an academic level including elements of pedagogy

III. Learning outcomes for the subject with reference to the Polish Qualifications Framework

Symbol	Description of the subject effect	The reference to of the subject effect
KNOWLEDGE		
Un_ZJO_W_01	understands the statements in a foreign language, including specialist terminology specific to the field of study	P7S_WG1
SKILLS		
Un_ZJO_U_01	Independently formulates oral and written statements in a foreign language, including specialist terminology in the field of positive psychology, educational psychology and pedagogy	P7S_UK3
Un_ZJO_U_02	Participates in discussions in a foreign language on general topics and related to selected theoretical perspectives, views and practices of various authors in relation to innovative teaching and learning techniques, interprets extended statements and refers to the presented argumentation	P7S_UK1
Un_ZJO_U_03	makes use of a broad range of literature in a foreign language, including specialist literature relevant to positive psychology, educational psychology and pedagogy	P7S_UW1
SOCIAL COMPETENCES		
Un_ZJO_K_01	1. student is convinced of the necessity and importance of of behaving in a professional manner and observing the principles of professional ethics; perceives and formulates moral problems and ethical dilemmas related to his/her own and others' educational work; seeks optimal solutions and possibilities of correcting incorrect pedagogical actions.	P7S_KK2

IV. Course description/curriculum content

1. Introduction to positive psychology - key assumptions and creators of the current.
2. Emotional intelligence - understanding, measurement and relevance in an educational context.
3. Flow and optimal experiences in education.
4. Determinants of happiness and psychological well-being.
5. Theoretical foundations of mental health in the context of education.
6. Mental resilience - protective factors and strengthening strategies.
7. Psychological Capital (PsyCap): hope, optimism, resilience, self-efficacy.
8. Procrastination phenomenon - psychological determinants and coping strategies in the teaching-learning process.
9. Practical applications of positive psychology in education: intervention programmes, examples of good practice.
10. Academic tutoring - key assumptions, models and programmes.

V. Methods of implementation and verification of learning outcomes

Symbol effect	Teaching methods <i>(elective list)</i>	Verification methods <i>(elective list)</i>	Documentation methods <i>(elective list)</i>
KNOWLEDGE			
W_01	Design method	Project evaluation	Project charter
W_02	Design method	Project evaluation	Project card
W_03	Design method	Project appraisal	Project charter
SKILLS			
U_01	Project method	Project assessment	Project charter
U_02	Socratic conversation	Observation	Observation card
U_03	Project method	Project evaluation	Project card
SOCIAL COMPETENCES			
K_01	Socratic conversation	Observation	Observation card
K_02	Socratic conversation	Observation	Observation sheet
K_03	Socratic conversation	Observation	Observation sheet

VI. Evaluation criteria,

weights Unsatisfactory grade

(W) - The student does not know the basic issues of positive psychology

(U) - The student is not able to analyse factors determining educational achievements and factors influencing mental well-being of students and teachers

(K) - Student is not active during classes

Sufficient mark

(W) - The student knows selected issues in the field of positive psychology

(U) - Student is able to analyse some factors determining educational achievements and factors influencing mental well-being of students and teachers

(K) - Student understands the need to prepare for classes and be active, but rarely manifests it

Good grade

(W) - The student knows most of the issues in the field of positive psychology

(U) - The student is able to analyse most of the factors determining educational achievements and most of the factors influencing mental well-being of students and teachers

(K) - The student is systematically prepared for classes and is active, able to work in a group

Very good grade

(W) - The student knows all required issues in the field of positive psychology

(U) - The student is able to make postulates and pedagogical recommendations on the basis of thorough analysis of factors determining educational achievements and factors influencing mental well-being of students and teachers

(K) - The student is able to organize his own work, gets involved and initiates cooperation with others

VII. Student workload

Form of student's activity	Number of hours
Number of contact hours with the teacher	30
Number of hours of individual student work	30

VIII. Literature**Basic literature**

Csikszentmihalyi, M., & Csikszentmihalyi, M. (2014). Flow and education. *Applications of flow in human development and education: the collected works of Mihaly Csikszentmihalyi*, 129-151.

Donaldson, S. I., Dollwet, M., & Rao, M. A. (2015). Happiness, excellence, and optimal human functioning revisited: Examining the peer-reviewed literature linked to positive psychology. *The Journal of Positive Psychology*, 10(3), 185-195. <https://doi.org/10.1080/17439760.2014.943801>

Deci, E. L., & Ryan, R. M. (2008). 'Facilitating optimal motivation and psychological wellbeing across life's domains': Correction to Deci and Ryan (2008). *Canadian Psychology/Psychologie Canadienne*, 49(3), 262. <https://doi.org/10.1037/0708-5591.49.3.262>

Kornas-Biela, D., Martynowska, K., & Zysberg, L. (2023). 'With a Little Help from My Friends': Emotional Intelligence, Social Support, and Distress during the COVID-19 Outbreak. *International Journal of Environmental Research and Public Health*, 20(3), 2515.

Kornas-Biela, D., Martynowska, K., & Zysberg, L. (2020). Faith conquers all? Demographic and psychological resources and their associations with academic performance among religious college students. *British Journal of Religious Education*, 42(4), 459-470.

Krauze-Kołodziej, A., Gładysz, A., Martynowska, K., & Bartnik, A. Tutoring. 2023. Tutoring for beginners. KUL. https://www.kul.pl/files/841/public/ddu/podreczniki/handbooki/tutoring_dla_poczatkujacych_5krokow.pdf

Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological Capital and Beyond*. Oxford University Press.

Reivich, K., & Shatté, A. (2003). *The Resilience Factor*. Broadway Books.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14. <https://doi.org/10.1037/0003-066X.55.1.5>

Steel, P., & Klingsieck, K. B. (2016). Academic procrastination: Psychological antecedents revisited. *Australian Psychologist*, 51(1), 36-46.

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293-311.

<https://doi.org/10.1080/03054980902934563>

Reference literature

Deci, E. L., & Ryan, R. M. (2008). 'Facilitating optimal motivation and psychological wellbeing across life's domains': Correction to Deci and Ryan (2008). *Canadian Psychology/Psychologie Canadienne*, 49(3), 262. <https://doi.org/10.1037/0708-5591.49.3.262>

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Hutchinson, S. (2017, January 9). Elite private schools spend millions on 'wellness' centres. *The Australian*. <https://www.theaustralian.com.au/national-affairs/education/elite-private-schoolsspend-millions-on-wellness-centres/news-story/080cd5bc4ea0c416b0887ceabcb0b444>

Kristjánsson, K. (2012). Positive psychology and positive education: old wine in new bottles? *Educational Psychologist*, 47(2), 86-105. <https://doi.org/10.1080/00461520.2011.610678>

Waters, L. (2011). A review of school-based positive psychology interventions. *The Australian Educational and Developmental Psychologist*, 28(2), 75-90. <https://doi.org/10.1375/aedp.28.2.75>