

Subject card

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|--|---|--|------------------------|-------------------------------------|--|------------|-----|
| Subject name and code | Projects in education and culture I, PG_00137837 | | | | | | |
| Field of study | English Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2025/2026 | | |
| Education level | postgraduate studies | Subject group | | | Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 2 | Language of instruction | | | English English | | |
| Semester of study | 3 | ECTS credits | | | 2.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Instytut Anglistyki i Amerykanistyki -> Faculty of Languages -> Rektor | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Olga Aleksandrowska | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 20.0 | 0.0 | 0.0 | 0.0 | 20 |
| | 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 | 20 | | 2.0 | | 28.0 | 50 |
| Subject objectives | The aim of the course is to impart knowledge and skills related to the implementation of projects, both in education and culture using a variety of methods. The student knows and can use in practice the methods and tools used in the implementation of projects. As a result, they know the instrumentarium necessary for the effective and planned implementation of projects. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
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| | [FAMU2_K05] Is ready to think and act in an entrepreneurial way in various spheres of professional activity related to the use of the English language | A student is ready to think and act in an entrepreneurial manner when implementing educational and cultural projects using English. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work |
| | [FAMU2_K06] Is ready to observe, disseminate and develop the principles of ethics in research work in the field of English linguistics and literature and in professional work. | A student is ready to respect, disseminate and develop ethical principles when carrying out educational or cultural projects | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work |
| | [FAMU2_U09] Can lead a team, interact with others and take a leading role in teams. | Students are able to lead a project team, interact with others and take a leading role in teams. | [SU2] presentation/project/paper/report [SU5] implementation of a problem task [SU6] demonstration of practical skills [SU8] observation of student's independent or team work |
| | [FAMU2_W14] Knows and understands selected issues connected to various disciplines constituting auxiliary and related sciences of English Philology, necessary as a context for research in the field of English linguistics and English-language literatures or in the professional activity of the English philologist. | A student knows and understands the fundamental dilemmas of contemporary civilisation in the context of issues related to intercultural projects in education and culture and the role of modern technologies in the work of the English philologist. | [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task |
| | [FAMU2_W15] Knows and understands the grammatical and lexical principles of the English language, the principles of constructing written and oral statements, and the cultural conventions of communication in English at the C2 level. | A student knows and understands the conditions (e.g. economic, legal, ethical or social) and the procedures, methods and tools used in professional activities requiring English language skills, and knows and understands the basic principles of creating and implementing different types of educational and cultural projects implemented during the professional work of an English philologist. | [SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task |
| | [FAMU2_K03] Is prepared to make decisions on his / her own and to critically evaluate and take responsibility for the consequences of his / her own actions, the actions of the teams he / she leads and the organizations in which he / she participates, to lead and take responsibility for the group in the performance of tasks within the framework of English studies and in professional practice. | A student is ready to make decisions independently and to critically evaluate and accept responsibility for the consequences of his/her own actions, the actions of the project teams he/she leads or participates in, to lead the group and to take responsibility for it, while performing tasks in the implementation of projects in education or culture | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work |
| | [FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature. | A student knows and understands selected issues in education and culture of English-speaking countries, necessary as a context for projects in these two fields | [SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work [SW5] implementation of a problem task |

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| | Course outcome | Subject outcome | Method of verification |
| | [FAMU2_K04] Is ready to engage in social and professional life, including initiating and organizing activities for the social environment, also using knowledge and skills in the field of English, linguistics and English-language literatures. | A student is ready to engage in social and professional life, including initiating and organising project activities in the educational and cultural sectors , also using knowledge and skills in English language, linguistics and English literature | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work |
| | [FAMU2_K07] Is ready to responsibly perform selected professional roles related to the use of the English language, taking into account changing social needs. | A student is ready to play a responsible role in the implementation of a cultural or educational project, using English, taking into account the changing needs of society. | [SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK5] implementation of a problem task [SK6] demonstration of practical skills [SK8] observation of student's independent or team work |
| | [FAMU2_U05] Can use and present orally and in writing knowledge in the field of auxiliary and related sciences, which is a context for English linguistic and literary studies and supports the professional work of an English philologist. | A student can use and present orally and in writing knowledge of educational and cultural projects | [SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU5] implementation of a problem task [SU8] observation of student's independent or team work |
| Subject contents | <ul style="list-style-type: none"> • Introducing the principles of proper design and implementation of an educational project • Design thinking • Discussing benefits and potential difficulties during project implementation • Team - concept, characteristics of an effective and ineffective team, advantages and disadvantages of teamwork, team integration • Analysis of good practice - discussion of selected successful projects in the field of education - case study • Preparation of own project - outline or project to be realised • Selection of issues to be implemented using the project method • Preparation of participants for participation in the project • Selection of groups for project implementation • Deciding on the objectives, the expected results and the duration of the project, as well as how to document the project work • Dividing tasks • Determining the standard of the end result and defining the project evaluation criteria • Drawing up a schedule of project activities • Carrying out the project • Present and discuss the project activities in a forum • Produce a written report on the project, the results achieved • Self-evaluation and evaluation of the project | | |
| Prerequisites and co-requisites | English language skills at C2 level | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | participation in the project / project implementation | 51.0% | 60.0% |
| | multimedia presentation | 51.0% | 10.0% |
| | report and analysis/written assignments | 51.0% | 10.0% |
| | Project-related assignments | 51.0% | 20.0% |

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| Recommended reading | Basic literature | <ul style="list-style-type: none"> • Almulla, M.A. (2020). The effectiveness of the project-based learning approach (PBL) approach as a way to engage students in learning. Sage Open,10(3), 1-15. • Beckett, G. H., & Miller, P. C. (Eds.). (2006). Project-based second and foreign language education: Past, present, and future. Greenwich, CT: Information Age. • Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (2011). Motivating project-based learning: Sustaining the doing, supporting the learning. Educational Psychologist, 26(3-4), 369-398. https://doi.org/10.1080/00461520.1991.9653139 • Ertmer, P. A., & Simons, K. D. Scaffolding teachers efforts to implement problem based Learning. https://www.mcwexperiential.org/uploads/2/4/0/6/24069734/_pblprocess.pdf • Fried-Booth, D. L. (2002). Project work (2nd ed.). New York: Oxford University Press. |
| | Supplementary literature | - |
| | eResources addresses | Adresy na platformie eNauczanie: |
| Example issues/ example questions/ tasks being completed | - | |
| Work placement | Not applicable | |

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