

Subject card

Subject name and code	Educational projects, PG_00139369						
Field of study	German Studies						
Date of commencement of studies	October 2024	Academic year of realisation of subject			2025/2026		
Education level	Bachelor's studies	Subject group			Obligatory subject group in the field of study Optional subject group Humanistic-social subject group		
Mode of study	full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish - German at a rate of 70.00 % - Polish at a rate of 30.00 %		
Semester of study	4	ECTS credits			2.0		
Learning profile	academic	Assessment form			credit		
Conducting unit	Division of German Language and Translation Studies -> Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Magdalena Rozenberg				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	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	15		1.0		34.0	50
Subject objectives	<ul style="list-style-type: none"> • Relating knowledge of glottodidactics, psychology and pedagogy to current problems of language education • Developing social competences • Developing the ability to plan, realise and present educational projects • Evaluating project work 						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_W04] Knows and understands German terminology in their chosen specialisation, i.e.: translation theory, didactics or business and economy.	[K_W04] Students will learn and understand German didactic terminology that is helpful in planning and carrying out educational projects.	[SW3] text preparation/written work
	[FGL3_K04] Identifies and resolves dilemmas related to the profession, its vheritance and tradition; understand ethical issues related to there sponsibility for the accuracy of actions and reliability of information provided.	[K_K04, CKN_K01, CKN_K07] The student: recognises problems that arise in the design, implementation and evaluation phase of projects; gets involved in educational projects implemented at schools; is ready to develop in students curiosity, activity and cognitive independence as well as logical and critical thinking with respect for human dignity; cooperation of students, parents and educators in the field of educational projects educational projects; work as part of a team on educational projects, fulfilling various roles within it and cooperating with teachers, educators, specialists, parents or guardians of students and other members of the school and local community.	[SK1] oral statement/conversation/discussion
	[FGL3_U01] Seeks, analyses, evaluates, selects and uses information from various written and oral sources, is able to documentit appropriately, create an adequate bibliography.	[K_U01; CKN_U01] Students search, analyse, evaluate, select and use information from a variety of written and spoken sources necessary to create and implement an educational project; they are able to observe situations and pedagogical events related to educational projects, analyse them using pedagogical-psychological knowledge and propose solutions to problems.	[SU2] presentation/project/paper/report
	[FGL3_U17] Can appropriately plan and determine priorities for the realization of a task defined by him/herself, together with others or by others; can cooperate with other students in team tasks and projects.	[K_U17; CKN_U01; CKN_U18] Students are able to plan and determine priorities for the realization of a project and cooperate with other students and teachers of foreign languages during the preparation and realization of educational projects; they are able to observe situations and pedagogical events related to educational projects, analyse them using pedagogical-psychological knowledge and propose solutions to problems; they are able to independently develop their knowledge during the realization of an educational project and during its evaluation, pedagogical skills using various sources, including foreign language sources, and technologies.	[SU2] presentation/project/paper/report
	[FGL3_K06] Participates in cultural and social life using various media and understands the need to encourage others to be in touch with culture and engage with social institutions, initiates such activities.	[CKN_K06] Students are prepared to design activities aimed at the development of a school or an educational institution and to stimulate improvement of the quality of the work of these institutions through participation in various external projects and the design of educational projects in the institution.	[SK1] oral statement/conversation/discussion
	[FGL3_W07] Has structured and advanced specific knowledge in the field of the chosen specialisation, i.e. translation theory, didactics and methodology and pedagogical activity or business and economy.	[K_W07] The student has a structured and advanced knowledge of content, teaching and learning, which he/she adapts to the implementation of educational projects.	[SW3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[FGL3_U04] Is able to use methods and tools typical of their chosen specialization, i.e.: translation, foreign language teaching methodology or business and economy.	[K_U04] The student is able to use the tools of project evaluation; he/she is able to use the concepts of German language didactics necessary for planning educational projects; he/she has the ability to substantiate the conception of an educational project.	[SU2] presentation/project/paper/report

<p>Subject contents</p>	<p>The content of the course is implemented in the form of exercises. The essence of the exercises is the independent work of students with the support of the lecturer, which aims to implement a specific task or a didactic or educational problem. Project work can take place in groups or individually.</p> <ul style="list-style-type: none"> • Planning a project for teaching and learning a foreign language (choosing a topic, defining its purpose, developing a project plan). • Collaborating on the project • Using tools appropriate to the topic and purpose of the project • Evaluating the project <p>Linking the subject "Educational projects" with linguistics and the general academic profile of the studies in the following areas:</p> <p>I. Theoretical background</p> <p>Educational theories:</p> <ul style="list-style-type: none"> - Theories of general education and their aims, e.g. Humboldt's educational ideal. - Theories of learning and teaching: Educational approaches such as e.g. constructivism and their application to educational projects. <p>Linguistic theories:</p> <ul style="list-style-type: none"> - Language didactics: methods and approaches to teaching language skills. <p>II. Planning and implementation of educational projects</p> <p>Needs analysis:</p> <ul style="list-style-type: none"> - Analysis of learning objectives: Definition of the linguistic and educational objectives of the project. - Target group analysis: Analysis of the linguistic needs and skills of the target group. <p>III. Practical application</p> <p>Project implementation:</p> <ul style="list-style-type: none"> - Teaching materials: Creation and use of materials combining language content with general educational content. - Interactive teaching methods: Use of interactive and collaborative teaching methods to promote language competence. <p>Best practices:</p> <ul style="list-style-type: none"> - Analysis of successful educational projects that have integrated linguistics and general education. - Empirical research: Conducting research on the effectiveness of integrating linguistics in educational projects. <p>IV. Technological support</p> <p>Digital media:</p>
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	<p>- E-learning platforms: Use of digital learning platforms for language and content teaching</p> <p>- Language learning apps: Development and use of apps for language promotion in educational projects.</p>		
Prerequisites and co-requisites	Choice of teaching specialisation		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	the aesthetic qualities of the project	51.0%	10.0%
	choice of literature	51.0%	10.0%
	the student/team engaged the audience in discussion	51.0%	10.0%
	substantive contribution to glottodidactics	51.0%	10.0%
	transparency: visible purpose of the project	51.0%	10.0%
	presentation methods	51.0%	10.0%
	originality of the approach to the subject	51.0%	10.0%
	linguistic correctness of the speech and content of the presentation	51.0%	10.0%
	Activity of the student/team preparing the project	51.0%	10.0%
	arouse curiosity	51.0%	10.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> Niemiec-Knaś, M. 2011. Method of projects in language teaching, Krakow: Impuls. 	
	Supplementary literature	<ul style="list-style-type: none"> Recommended articles by the academic teacher 	
	eResources addresses		
Example issues/ example questions/ tasks being completed	<ul style="list-style-type: none"> Introducing students to project work Project work as an important element in education for sustainable development How to use the project method? How to activate, motivate and support students in project work? The role and competences of the teacher in project work Good practices: How to manage time when working on your own project? How to make a good work plan? 		
Work placement	Not applicable		

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