

Subject card

Subject name and code	Education Projects, PG_00166580						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Master's 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		German		
Semester of study	4		ECTS credits		1.0		
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		9.0	25
Subject objectives	• 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
	[FGMU2_W09] Has structured in-depth and theoretically grounded detailed knowledge of the chosen specialisation, i.e.: translation theory or communication in business and economy or didactics.	[K_W07, CKN_W15] The student: -has a structured and advanced knowledge of the implementation of projects educational projects; - knows methods of teaching and selection of effective didactic means for conducting educational projects, including Internet resources, supporting the teaching of a subject or conducting classes, taking into account the diverse educational needs of students. taking into account the diverse learning needs of students.	[SW2] presentation/project/paper/report
	[FGMU2_U08] Has the basic ability to translate selected types of texts from German into Polish and from Polish into German, or the ability to prepare and carry out teaching tasks, or to communicate in an enterprise and business.	[K_U01, K_U04, K_U17, CKN_U01, CKN_U18]. The student: - retrieves, analyses, evaluates, selects and uses information from a variety of sources written and oral sources necessary for the creation and implementation of an educational project; - knows how to use project evaluation tools; - is able to independently acquire the knowledge needed to plan projects; - is able to use terms from the didactics of the German language necessary for the planning of educational projects. necessary for planning educational projects; - is able to substantiate the conception of an educational project; - is able to plan and determine priorities for the realisation of the project and cooperate with other students and teachers of foreign languages during the preparation and implementation of educational projects; - They are able to observe situations and pedagogical events connected with educational projects. to observe pedagogical situations and events related to educational projects, analyse them using pedagogical-psychological knowledge and propose solutions to problems ; - is able to independently develop knowledge during the implementation of the educational project and during its evaluation, pedagogical skills with the use of various sources, including foreign language sources, and technologies.	[SU2] presentation/project/paper/report

	Course outcome	Subject outcome	Method of verification
	[FGMU2_K05] Is ready to fulfil professional roles taking into account changing social needs, is ready to care for continuous professional development and maintain professional ethos.	[K_K04, K_K06, CKN_K01, CKN_K06, CKN_K07]. The student: - recognises the problems that arise during the design, implementation and evaluation of projects; - engages in educational projects implemented in schools; - is ready to develop in students curiosity, activity and independence of cognitive curiosity, activity and independence as well as logical and critical thinking in students, with respect for human dignity cooperation of students, parents and educators on educational projects educational projects; - is prepared to design activities aimed at the development of the school or educational institution and to stimulate the development of the school or educational institution and stimulate improvement of the quality of work of these institutions through participation in various external projects and design educational projects within the organisation; - Work as part of a team on educational projects, playing a variety of roles within it Work as part of a team in educational projects, playing a variety of roles within the team, and cooperating with teachers, educators, specialists, parents or guardians of students and other members of the school community. The student's parents or guardians and other members of the school and local community. local community.	[SK1] oral statement/conversation/discussion

Subject contents	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. Work on the project can take place in groups or individually. • Planning a project on language teaching and learning (choosing a topic, defining its purpose, developing a project plan) • Collaborating on a project • Use of tools according to the topic and purpose of the project • Evaluation of the project Linking the subject "Educational projects" with linguistics and the general academic profile of the studies in the following areas: I. Theoretical foundations Educational theories: - 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. Linguistic theories: - Language didactics: methods and approaches to teaching language skills. II. Planning and implementation of educational projects Needs analysis: - 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. III. Practical application Project implementation: - Teaching materials: Creation and use of materials combining language content with general educational content. - Interactive teaching methods: Using interactive and collaborative teaching methods to promote language competence. Best practices: - Analysing successful educational projects that have integrated linguistics and general education. - Empirical research: Conducting research on the effectiveness of integrating linguistics in educational projects. IV. Technological support Digital media:
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	- E-learning platforms: Use of digital learning platforms for language teaching and education-related content. - Language learning apps: Development and use of apps for language promotion in educational projects.		
Prerequisites and co-requisites	choice of teaching specialisation		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	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%
	arouse curiosity	51.0%	10.0%
	presentation methods	51.0%	10.0%
	the aesthetic qualities of the project	51.0%	10.0%
	choice of literature	51.0%	10.0%
	transparency: visible purpose of the project	51.0%	10.0%
	Activity of the student/team preparing the project	51.0%	10.0%
	substantive contribution to glottodidactics	51.0%	10.0%
	the student/team engaged the audience in discussion	51.0%	10.0%
Recommended reading	Basic literature	• Niemiec-Knaś, M. 2011. Method of projects in language teaching, Krakow: Impuls.	
	Supplementary literature	• Recommended articles by the academic teacher	
	eResources addresses		
Example issues/ example questions/ tasks being completed	• Introducing students to project work • Project work as an essential element in education for sustainable development • How to use the project method? • How to activate, motivate, 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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