University of Gdańsk

Subject card

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|---|---|---|---|
| Subject name and code | Educational Project, PG_00189348 | | |
| Field of study | English Studies | | |
| Date of commencement of studies | October 2026 | Academic year of realisation of subject | 2027/2028 |
| Education level | Master's studies | Subject group | Obligatory subject group in the field of study<br>Subject group related to scientific research in the field of study |
| Mode of study | part-time studies | Mode of delivery | at the university |
| Year of study | 2 | Language of instruction | English |
| Semester of study | 3 | ECTS credits | 2.0 |
| Learning profile | academic | Assessment form | credit |
| Conducting unit | Division of Corpus Linguistics and Glottodidactics -> Institute of English and American Studies -> Faculty of Languages -> Rector | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | dr Magdalena Wawrzyniak-Śliwska | |
| | Teachers | | |

| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
|---|---|---|---|---|---|---|---|
| | Number of study hours | 0.0 | 14.0 | 0.0 | 0.0 | 0.0 | 14 |
| | 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 | 14 | 1.0 | 35.0 | 50 |

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| Subject objectives | Developing skills in planning and implementing educational projects; developing skills in public presentation of projects; evaluation of project work. |

Learning outcomes

| Course outcome | Subject outcome | Method of verification |
|---|---|---|
| [FAMU2_K07] Is ready to responsibly perform selected professional roles related to the use of the English language, taking into account changing social needs. | Is ready to responsibly perform selected professional roles related to the planning and implementation of an educational project. | [SK1] oral statement/conversation/ discussion<br>[SK2] presentation/project/paper/ report<br>[SK6] demonstration of practical skills<br>[SK8] observation of student's independent or team work |
| [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 | Is ready to think and act in an entrepreneurial way when planning and implementing an educational project. | [SK1] oral statement/conversation/ discussion<br>[SK2] presentation/project/paper/ report<br>[SK6] demonstration of practical skills<br>[SK8] observation of student's independent or team work |
| [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. | Is ready to make decisions independently and to critically evaluate and take responsibility for the consequences of his own actions, the actions of the teams he manages and the organizations in which he participates, lead the group and take responsibility for it, performing tasks related to work on an educational project. | [SK1] oral statement/conversation/ discussion<br>[SK2] presentation/project/paper/ report<br>[SK6] demonstration of practical skills<br>[SK8] 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. | Knows and understands the fundamental dilemmas of modern civilization in the context of issues related to intercultural linguistic communication and the role of modern technologies in the implementation of educational projects. | [SW1] oral statement/ conversation/discussion<br>[SW2] presentation/project/paper/ report<br>[SW3] text preparation/written work<br>[SW5] implementation of a problem task |
| [FAMU2_U04] Can select and apply information and communication techniques (ICT) during the acquisition and processing of information for research and professional purposes within the framework of English Studies. | Is able to select and use information and communication techniques (ICT) when obtaining and processing information for the purposes of implementing educational projects. | [SU1] oral statement/conversation/ discussion<br>[SU2] presentation/project/paper/ report<br>[SU3] text preparation/written work<br>[SU5] implementation of a problem task |
| [FAMU2_U10] Can independently plan and implement their own lifelong learning and guide others in this area within the framework of English philology and their chosen field of professional activity. | Is able to independently plan and implement lifelong learning and guide others in this respect as part of the implementation of educational projects. | [SU1] oral statement/conversation/ discussion<br>[SU2] presentation/project/paper/ report<br>[SU6] demonstration of practical skills<br>[SU8] 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. | Knows and understands selected issues in the field of auxiliary and related branches of English philology and realism studies of English-speaking countries, necessary as a context for planning and implementing educational projects, including the teaching techniques used in project work. | [SW1] oral statement/ conversation/discussion<br>[SW2] presentation/project/paper/ report<br>[SW3] text preparation/written work<br>[SW5] implementation of a problem task |
| [FAMU2_U02] Can apply knowledge in the field of linguistics and literature in solving practical problems in the field of the chosen specialty. | Is able to apply knowledge from the field of English studies, including methodology of teaching terminology, useful in solving practical problems that may arise during the implementation of educational projects. | [SU1] oral statement/conversation/ discussion<br>[SU2] presentation/project/paper/ report<br>[SU3] text preparation/written work<br>[SU5] implementation of a problem task |
| [FAMU2_U09] Can lead a team, interact with others and take a leading role in teams. | Is able to manage the work of a team, cooperate with other people and take a leading role in teams when planning and implementing an educational project. | [SU1] oral statement/conversation/ discussion<br>[SU2] presentation/project/paper/ report<br>[SU6] demonstration of practical skills<br>[SU8] observation of student's independent or team work |

<table>
<tr><td>Subject contents</td><td colspan="3">Project planning. Collaboration in the project. Using tools appropriate to the topic and purpose of the project. Project evaluation. Projects in the online environment (e.g. eTwinning).</td></tr>
<tr><td>Prerequisites and co-requisites</td><td colspan="3">Knowledge of English at C2 level.</td></tr>
<tr><td>Assessment methods and criteria</td><td colspan="3"><table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>Active class participation</td><td>60.0%</td><td>20.0%</td></tr>
<tr><td>Completion of tasks given by the supervisor</td><td>51.0%</td><td>30.0%</td></tr>
<tr><td>Planning and project presentation</td><td>51.0%</td><td>50.0%</td></tr>
</table></td></tr>
<tr><td rowspan="3">Recommended reading</td><td>Basic literature</td><td colspan="2">Gołebniak, B.D. 2002. Uczenie metoda projektu. Warszawa: Wydawnictwa Szkolne i Pedagogiczne.<br>Harris-Helm, J., L.G. Katz. 2016. Young Investigators: The Project Approach in the Early Years. New Your & London: Teachers College Press. Knoll, K. 2012. I Had Made a Mistake: William H. Kilpatrick and the Project Method. Teachers College Record Volume 114, 020303, February 2012.<br>Mikina A., B. Zajac. 2006. Jak wdrazac metode projektow. Krakow: Impuls.<br>Niemiec-Knas, M. 2011. Metoda projektow w nauczaniu jezykow obcych, Krakow: Impuls.<br>Kusiak-Pisowacka, M. 2016. Praca projektowa w dydaktyce jezykow obcych alternatywa czy codziennosc?. Panstwo i Społeczenstwo (XVI) nr 2. Willis, J. 1996. A Framework for Task-Based Learning. Addison Wesley Longman Limited.</td></tr>
<tr><td>Supplementary literature</td><td colspan="2">Szpotowicz, M. (red.) 2011. Europejski wymiar edukacji program Commenius w Polsce. Warszawa: FRSE.<br>publications eTwinning https://issuu.com/frse/stacks/45c3f1421cf842198c181eef79d13860<br>Selected articles from Neofilolog, Jezyki obce w szkole, Modern English Teacher, The Teacher,</td></tr>
<tr><td>eResources addresses</td><td colspan="2"></td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td colspan="3"></td></tr>
<tr><td>Work placement</td><td colspan="3">Not applicable</td></tr>
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