

Subject card

Subject name and code	Projects in education and culture I, PG_00137837						
Field of study	English Studies						
Date of commencement of studies	October 2027		Academic year of realisation of subject		2028/2029		
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		English		
Semester of study	3		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of English and American Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Martin Blaszk				
	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 have the instruments necessary for the effective and planned implementation of projects.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	The 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.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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.	The 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
	[FAMU2_W12] Knows and understands the main development trends in literature, in particular with regard to research into English-language literature.	The student knows and understands selected issues in education and culture of English-speaking countries, necessary as a context for projects in these two fields	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[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.	The 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
	[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.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU8] 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.	The 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 [SK8] observation of student's independent or team work
	[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.	The 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 [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	The 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 [SK3] text preparation/written work [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.	The student is ready to respect, disseminate and develop ethical principles when carrying out educational or cultural projects	[SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work

	<table><tr><th>Course outcome</th><th>Subject outcome</th><th>Method of verification</th></tr><tr><td>[FAMU2_K07] Is ready to responsibly perform selected professional roles related to the use of the English language, taking into account changing social needs.</td><td>The 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.</td><td>[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work</td></tr></table>	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.	The 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 [SK3] text preparation/written work											
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Subject contents	Analysis of good practices - discussion of selected successfully completed projects in the fields of education and culture Presentation of the principles of proper development and implementation of an educational or cultural project Discussion of the benefits and potential difficulties during project implementation Team concept, characteristics of an effective and ineffective team, advantages and disadvantages of teamwork, team integration Selection of issues to be implemented using the project method Preparation of own draft project or project for implementation Selection of groups to implement projects																	
Prerequisites and co-requisites	English language skills at C1/C2 level																	
Assessment methods and criteria	<table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td>Active participation in classes</td><td>51.0%</td><td>50.0%</td></tr><tr><td>Project-related tasks</td><td>51.0%</td><td>10.0%</td></tr><tr><td>Multimedia presentation</td><td>51.0%</td><td>20.0%</td></tr><tr><td>Completion of tasks indicated by course provider</td><td>51.0%</td><td>20.0%</td></tr></table>	Subject passing criteria	Passing threshold	Percentage of the final grade	Active participation in classes	51.0%	50.0%	Project-related tasks	51.0%	10.0%	Multimedia presentation	51.0%	20.0%	Completion of tasks indicated by course provider	51.0%	20.0%		
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Recommended reading	Basic literature	• 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. • Gołębnik, B.D. (2002). Uczenie metodą projektu. Warszawa: Wydawnictwa Szkolne i Pedagogiczne. • Gras-Velazquez, A. (2020). Project-Based Learning in Second Language Acquisition: Building Communities of Practice in Higher Education. New York: Routledge. • Knoll, K. (2012). I Had Made a Mistake: William H. Kilpatrick and the Project Method. Teachers College Record Volume 114, 020303, February 2012. • Szymański, Mirosław S. (2010). O metodzie projektów. Warszawa: Wydawnictwo Akademickie ŻAK.																

	Supplementary literature	Szpotowicz, M. (red.) 2011. Europejski wymiar edukacji program Comenius w Polsce. Warszawa: FRSE, publikacje eTwinning https://issuu.com/frse/stacks/45c3f1421cf842198c181eef79d13860 Selection of articles from the following journals: Neofilolog, Języki obce w szkole, Modern English Teacher, The Teacher, Selection of websites: https://www.youtube.com/channel/UCHzP7WBeHNrNIZ1U8zwvyrq (eTwinning Yt channel) https://www.teachingenglish.org.uk/article/short-projects-get-them-talking https://www.teachingenglish.org.uk/article/project-work-teenagers https://www.ef.com/wwen/blog/teacherzone/four-ideas-project-work/ http://www.onestopenglish.com/teenagers/topic-based-materials/projects/ https://www.lexialearning.com/blog/project-based-learning-beneficial-approach-english-language-learners https://www.cambridge.org/elt/blog/2020/06/24/teacher-experiences-project-work-teenagers-online-classroom/ https://www.cambridge.org/elt/blog/2020/05/26/video-tips-project-work-teenage-learners/ https://ihworld.com/ih-journal/ih-journal-blog/all-about-pbl-how-to-learn-a-language-through-projects/ https://rate.org.ro/blog2.php/1/why-cooperative-learning https://www.insightstoenglish.com/project-ideas
	eResources addresses	
Example issues/ example questions/ tasks being completed	What is the form and content of a project? What are the underlying principles of projects? How are project organisers involved ? How are participants involved? What are the benefits of involvement in projects? What the challenges of organising projects?	
Work placement	Not applicable	

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