

Subject card

Subject name and code	Educational Projects, PG_00209390						
Field of study	German Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2028/2029		
Education level	Bachelor'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	3		Language of instruction		Polish		
Semester of study	6		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 hab. 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
	[FGL3_U03] They can apply knowledge of humanities and social sciences useful in the work of a German philologist	[CKN_U18] Can apply knowledge from the humanities and social sciences (e.g., on culture, society, and communication) to the design, implementation, and evaluation of educational activities related to the German language. Can independently develop pedagogical competencies by using various sources of knowledge, including foreign-language materials, and apply modern technologies in the design and implementation of educational activities.	[SU2] presentation/project/paper/report
	[FGL3_W10] They know and understand the basic social, ethical, economic and legal conditions of professional activity requiring knowledge of German, as well as the basic principles of creating and developing various forms of entrepreneurship useful in planning a career as a German language specialist	[CKN_W15] Knows and understands the basic social, ethical, economic, and legal conditions related to the professional activity of a German language specialist, as well as the principles of creating and developing educational projects and entrepreneurial initiatives useful for planning a professional career. Knows and understands teaching methods and the principles of selecting effective educational tools, including online resources, supporting German language teaching in the planning and implementation of educational projects, taking into account the diverse learning needs of students.	[SW2] presentation/project/paper/report
	[FGL3_K04] They are ready to think and act in an entrepreneurial way in various areas of professional activity related to the use of the German language	Is prepared to think and act entrepreneurially in various areas of professional activity related to the use of the German language.	[SK2] presentation/project/paper/report
	[FGL3_K05] They are ready to responsibly perform professional roles in various areas of German Philology, including complying with professional ethics and intellectual property protection rules and requiring the same from others	Is prepared to responsibly perform professional roles related to the work of a German language specialist, including adhering to professional ethics and intellectual property protection when planning, implementing, and evaluating educational projects, as well as ensuring that others comply with these standards.	[SK2] presentation/project/paper/report
	[FGL3_U09] They are able to plan and organise individual and team work, cooperating with others in the implementation of tasks and projects, including those of an interdisciplinary nature	Can plan and organize individual and team work, collaborating with others in the implementation of educational tasks and projects, including those of an interdisciplinary nature.	[SU2] presentation/project/paper/report

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. Project work can take place in groups or individually. • 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 Linking the subject "Educational projects" with linguistics and the general academic profile of the studies in the following areas: I. Theoretical background 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: Use of interactive and collaborative teaching methods to promote language competence. Best practices: - 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. IV. Technological support Digital media:
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	- E-learning platforms: Use of digital learning platforms for language and content teaching - 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
	transparency: visible purpose of the project	51.0%	10.0%
	arouse curiosity	51.0%	10.0%
	Activity of the student/team preparing the project	51.0%	10.0%
	linguistic correctness of the speech and content of the presentation	51.0%	10.0%
	originality of the approach to the subject	51.0%	10.0%
	presentation methods	51.0%	10.0%
	substantive contribution to glottodidactics	51.0%	10.0%
	the student/team engaged the audience in discussion	51.0%	10.0%
	choice of literature	51.0%	10.0%
	the aesthetic qualities of the project	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 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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