

Syllabus of a component of a degree programme

Name of unit conducting a component	Centrum Doskonalenia Dydaktyki Akademickiej Ars Docendi UJ TeachEx Consortium
Name of a component	Engaged and active learning, based on project /problem
International Standard Classification of Education ISCED	0111
Language of education	English
Goals of education	<ol style="list-style-type: none"> 1. Promoting meaningful emotional and cognitive learning 2. Experiencing personal and interpersonal relationships which is based on three components that are held simultaneously: values, involvement, relevance 3. Promoting knowledge, skills and values required in the 21st century. 4. Encouraging dialogue between all partners in action, transparency, trust and autonomy.
Learning outcomes of a component	<p>At the end of the training participants will be able to:</p> <ul style="list-style-type: none"> ▪ Explain what it is PBL or PJBL and giving examples ▪ Present authentic and relevant dilemma/questioned/issue in a way that is beneficial to a relevant community and subject matter. ▪ Create fertileful questions ▪ Choose meaningful and relevant dilemma ▪ Adapt their courses to the PBL method ▪ Conduct processes of fine tuning that are meaningful for their student ▪ Cope with students frustration during the process

Verification methods and assessment criteria of learning outcomes obtained by students	Analysis of the course work - presentation of PBL application in a specific course/module, including: learning outcomes, case, question or dilemma, work plan, assessment methods
Type of a component	optional
Year of study	At least 2 nd year of doctoral study
Semester	winter
Mode of study	On-site,
Name and surname of the coordinator of a component and/or person/s conducting a component	Iwona Maciejowska
Name and surname of person/s conducting an examination or granting credit - if it's not a coordinator	
Manner of completion	
Preliminary and additional requirements	Completed basic "University education" course or similar English B2 according to the Common European Framework of Reference for Languages (CEFR).
Type and number of hours of courses requiring direct participation of academic staff and students,	Workshops -15 hours
Number of ECTS credits assigned to a component	2
Balance of ECTS credits	Participation in classes: workshop - 15 h Student's own work: • work on e-learning platform - 5 h • preparation of the final project - 20 h • reading of the publications indicated by the lecturer - 10 h Total: 50 h = 2 ECTS points
Applied teaching methods	<ul style="list-style-type: none"> • lecture • case study, • discussion, • project, • presentation of the film
Form and conditions of passing a component,	Active participation in F2F and on-line classes, project

<p>Content of a module (with division into forms of courses completion)</p>	<p>Differences between active learning methods: Project-Based Learning vs. Problem-Based Learning vs. X-BL</p> <p>Basic theory</p> <p>Teaching and learning in a community of thinking</p> <p>The basic 12 steps to build a project</p> <p>Developing alternative assessments that takes into account the learning process and outcomes</p>
<p>List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component</p>	<ul style="list-style-type: none"> • Savin-Baden, M. (2000). Problem-based Learning in higher education: Untold stories. Buckingham, Open University Press/SRHE. • One-Day, One-Problem. An Approach to Problem-based Learning (2012) Editors: O'Grady, G., Yew, E., Goh, K.P.L., Schmidt, H. (Eds.) • Hutchison, D. (2015). Project-based learning: Drawing on best practices in project management. What Works? Research into Practice. Accessed 13 Apr 2017. https://oere.oise.utoronto.ca/document/project-based-learning-drawing-on-best-practices-in-project-management/ • Fleming, Douglas.S. (2000) A Teacher's Guide to Project-Based Learning. AEL, Inc., Charleston, WV. Accessed 13 Apr 2017 http://files.eric.ed.gov/fulltext/ED469734.pdf • Patton, A. (2012) Work that matter The teacher's guide to project based learning. Accessed 13 Apr 2017 http://newbooksnetwork.com/alec-patton-work-that-matters-the-teachers-guide-to-project-based-learning-paul-hamlyn-foundation-2012/ • Reine, D, & Symons, S. (2005.). Possibilities: a Practice Guide to Problem-based Learning in Physics and Astronomy. The Higher Education Academy Physical Sciences Centre. Accessed 13 Apr 2017. https://www.heacademy.ac.uk/system/files/ps0080_possibilities_problem_based_learning_in_physics_and_astronomy_mar_2005.pdf