Załącznik nr 4 do zarządzenia nr 118 Rektora UJ z 19 grudnia 2016 r.

**Syllabus of a component of a degree programme**

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| --- | --- |
| Name of unit conducting a component | Centrum Doskonalenia Dydaktyki Akademickiej Ars Docendi UJTeachEx 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 | 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. **Promotin**g knowledge, skills and values required in the 21st century.
4. **Encouraging** dialogue between all partners in action, transparency, trust and autonomy.
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| Learning outcomes of a component | At the end of the training participants will be able to:* 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
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| 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 2nd 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 requiringdirect 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 hStudent'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 hTotal: 50 h = 2 ECTS points |
| Applied teaching methods | • 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 |
| Content of a module (with division into forms of courses completion) | Differences between  active learning  methods: [Project-Based Learning vs. Problem-Based Learning vs. X-BL](https://www.edutopia.org/blog/pbl-vs-pbl-vs-xbl-john-larmer?utm_content=blog&utm_campaign=pbl-pbl-xbl&utm_source=facebook&utm_medium=socialflow&utm_term=link)[Basic theory](http://www.innovationunit.org/sites/default/files/Teacher%27s%20Guide%20to%20Project-based%20Learning.pdf)[Teaching and learning in a community of thinking](http://yoramharpaz.com/pubs/en_learning/teaching-learning.pdf#page=10)[The basic 12 steps to build a project](https://docs.google.com/document/d/17KS-ZVEPuvSNU1nfVZWX1OFPudfiGNfKrC4mWH4-86Q/edit?usp=sharing)**Developing alternative assessments that takes into account the learning process and outcomes** |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component  | * 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
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