**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component |  Practice/Problem Based Learning (PBL) in Social Sciences |
| Language of education | English |
| Goals of education | * getting acquainted with Project/Practice Based Learning (PBL) as instructional practice and teaching method
* learning how to introduce PBL during classes to engage students towards meaningful and deeper learning
* drafting sets of PBL tasks presenting real-world authenticity and exploring issues and topics relevant to students’ interests
* enhancing such skills as critical thinking, problem solving, communication, collaboration and creativity/innovation
* enhancing soft-skills such as effective written and oral communication in English, search and selection of information, group work, effective task division and deadline meeting
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| Learning outcomes of an educational component | * theoretical and practical knowledge how to apply Project/Practice Based Learning as a teaching component
* drafting a framework of PBL tasks/cases which can be used during classes to encourage effective communication in English, development of such skills as group work, division and delegation of tasks
* drafting a framework of PBL tasks/cases addressing curriculum related issues important to students, similar to real-world/workplaces challenges
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| Verification methods and assessment criteria of learning outcomes obtained by students | Mock class taught by each participant of the coursePBL case written outline |
| Type of an educational component (obligatory/optional) | optional |
| Year of study | - |
| Semester  | Winter / summer |
| Name and surname of the coordinator of a component and/or person/s conducting a component  | Magdalena Paluszkiewicz-Misiaczek |
| Name and surname of person/s conducting an examination or granting credit in the case when this sposóis other person than conducting a component  | -/- |
| Manner of completion  | Direct participation and online learning  |
| Preliminary and additional requirements  | At least B2 knowledge of English  |
| Type and number of hours of courses requiringdirect participation of academic staff and students, if in a given component such courses are included  | Direct participation – 24Online learning - 6 |
| Number of ECTS credits assigned to a component  | 2 |
| Balance of ECTS credits  | 2 |
| Applied teaching methods | Practice/Project Based Learning; task based approach; use of mentor text |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | Students will be asked to prepare one PBL case which can be used as a component during the classes which they teach/are going to teach. Each student will present the case during a mock class and submit the plan in written form. |
| Content of an educational module (with division into forms of courses completion) | * PBL - teaching method outline (mock class, written PBL case)
* teacher’s role (mock class)
* evaluation methods (mock class, written PBL case)
* task outcomes - reports, oral presentations, posters, open-book exams, reflective diaries (mock class, written PBL case)
* teamwork (mock class)
* drafting a framework of PBL tasks/cases which can be used during classes, addressing curriculum related issues important to students, similar to real-world/workplaces challenges; encouraging effective communication in English, development of such skills as group work, division and delegation of tasks, punctuality (mock class, written PBL case)
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| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component  | Woods Donald, *Problem-based learning: how to gain most from PBL*, Waterdown 1994*Uczenie oparte na problemie: materiał dla nauczycieli i studentów*, red. Adam Windak, Tomasz Tomasik, Peter van Hasselt, Kraków : Uniwersyteckie Wydawnictwo Medyczne "Vesalius" 1994*Maastricht Univerity - Problem-Based Learning* <https://www.maastrichtuniversity.nl/education/why-um/problem-based-learning>Monica Kennedy; Stephen Billett; Silvia Gherardi; Laurie Grealish; *Practice-based Learning in Higher Education. Jostling Cultures,* Springer 2015Duch, Barbara J.;Groh, Susan E.; Allen, Deborah E.; *The Power of Problem-Based Learning : A Practical 'How To' for Teaching Undergraduate Courses in Any Discipline*, Stylus Publishing, 2001Patrick Blessinger, John M. Carfora; *Enquiry-Based Learning for the Arts, Humanities and Social Sciences : A Conceptual and Practical Resource for Educators*, Emerald Group Publishing Limited 2014 |