**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 |
| 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 |
| Verification methods and assessment criteria of learning outcomes obtained by students | Mock class taught by each participant of the course  PBL 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 requiring  direct participation of academic staff and students, if in a given component such courses are included | Direct participation – 24  Online 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) |
| 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 2015  [Duch, Barbara J.](javascript:__doLinkPostBack('','ss~~AR%20%22Duch%2C%20Barbara%20J.%22%7C%7Csl~~rl',''););[Groh, Susan E.](javascript:__doLinkPostBack('','ss~~AR%20%22Groh%2C%20Susan%20E.%22%7C%7Csl~~rl','');); [Allen, Deborah E.](javascript:__doLinkPostBack('','ss~~AR%20%22Allen%2C%20Deborah%20E.%22%7C%7Csl~~rl','');); *The Power of Problem-Based Learning : A Practical 'How To' for Teaching Undergraduate Courses in Any Discipline*, Stylus Publishing, 2001  Patrick 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 |