

Project “Activating Students in Online Classes”
2020-1-PL01-KA226-HE-096358

Intellectual Output 5.

T4E tracs scenarios

2023

Project “Activating Students in Online Classes”

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KATOWICE 2023



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Introduction

T4E track scenarios is the final output of the project “Active Class: Activating students in online classes”. This output is complementary to the other international *Transform for Europe* (T4E) project, where ten European universities have joined forces aiming to create a common multilingual campus to take care of the future of our regions, countries and the whole of Europe. The idea of *Transform for Europe* is simple, yet ambitious: working together to make the difference, responding to the changing needs of our immediate environment and the world. The 28 T4E track scenarios were developed in the “Active class” project aiming to support the changes in different fields of education and be used to pursue positive transformation in comprehensive and innovative ways.

T4E track scenarios were developed by teachers who took part in the teacher training activities either in Kaunas, Sofia, or Katowice. Teachers were trained to design their courses based on the flipped class methodology; thus, they prepared scenarios-study guides as examples how the course which is based on flipped class methodology may be organized in blended or online mode. The T4E track scenarios-study guides were developed in the main fields of the T4E project, which are computer science, environmental science and social sciences. However, once the applicability and relevance of the flipped classroom in online and blended learning were recognised, lecturers in other study fields have also developed study guides for their courses, adapting them to flipped learning.

These scenarios should serve to teachers of all T4E Alliance universities, helping them in planning and designing their online or blended courses following flipped class methodology: preparing and sharing with students digitalized learning materials, introducing different assessment strategies and tools to activate students from different academic institutions in their blended or online courses.

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T4E track scenarios, developed by lecturers and professors from the University of Silesia in Katowice

University of Silesia in Katowice

The study guide for the course

Reclamation of post-industrial sites: natural, social, law aspects

Teachers: Agnieszka Kompała-Bąba

Short presentation

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other prominent issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

Students:

- **define** and **compare** the basic terminology related to or associated with the reclamation and restoration of habitats,
- **identify** natural, economic, and social consequences of reclamation of post-industrial habitats,
- **identify** basic plants (group of plants) that can be used in reclamation of post-industrial sites,
- **identify** a different forms of soil degradation, types of wastelands connected with mining or processing of minerals,
- **identifies** existing and new ecosystem services following technical versus spontaneous reclamation of a given site for inhabitants
- **compare** and **contrast** technical reclamation versus spontaneous succession
- **identifies** the physicochemical constraints that prevent proper treatments from being carried out on post-industrial areas,
- **create** various scenarios of post-industrial sites reclamation
- **selects** the appropriate set of treatments necessary for the development of a given site
- **shares** roles and tasks among group members in teamwork
- **plan (recommend)** scenarios for conflict resolution and social negotiation

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Second, this course are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/ lectures	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class Students' expectations – an online survey	Week 1	XX (F2F) Dates to be indicated later 2h	In class: Short questionnaire on current knowledge on reclamations (Mentimeter, google forms). <i>Worksheet</i> a set of tasks related to bases of reclamation, stages of reclamations and management, land reclamation directions (Learning Application, databases connected with land degradation) (https://stat.gov.pl/banki-i-bazy-danych/)
2. The basic terminology connected reclamation and management of post-industrial areas)			Practical task 1 Mind mapping – identification of elements that should be included in final presentation. Planning
3. Wastelands connected with mining	Week 2-3	<u>2-hour</u>	Pre-class: video on hazards to people and environment caused by hard coal https://www.youtube.com/watch?v=Wd3_B4LqvOw

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and processing of hard coal		Dates and times to be indicated later (F2F) 4h	https://www.youtube.com/watch?v=V5AJMz67KBg Short essay on threats caused by underground mining to environment or From land degradation to land restoration – /Canva infographic In-class: field visit on the coal mine heaps and sedimentation pools. <i>Worksheet:</i> student complete tasks related to substrate structure, physicochemical parameters, forms of wastelands, stages of land reclamation)
4. Wastelands connected with sand extraction – mining versus managements decision making	Week 4-5	<u>2h</u> Date to be indicated later <u>9.00-12.00 CET</u> (F2F) 4h	Pre-class: reading on effective monitoring of sand mining sites and post management techniques in sand dredged environment; Identifications of potential conflicts in decision making among stakeholders: In class: Field visit on chosen sand-pits: environmental hazards, sandpits as habitats for rare and vulnerable species - paradox of anthropopressure selfcheck test in Moodle
5. Novel ecosystem on post-industrial sites and their role in restoration	Week 6–7	Dates and times to be indicated later <u>2h</u> Dates to be indicated later <u>19.00-20.30 2h</u> <u>Online</u>	Pre-class: video/presentation on spontaneous vegetation or novel ecosystems that develop on post-industrial sites (e.g.) mining and processing of lead and zinc ores https://sway.office.com/WAccTmBkWO7ieSFT?ref=Link In class: Group presentation on functional traits of plants that cope with harsh habitats (practical task 2)
MIDTERM	Week 8	Date and time to be indicated later (online)	ONLINE TEST (10-20 questions from a question database, single or multiple choice, short answers, true false, matching)

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6. Overview of basic legislation acts on the reclamation of degraded or devastated grounds	Week 9-10	Dates and times to be indicated later (2h) Dates and times to be indicated later (2h)	Pre-class: overview of updated legal acts or acts/articles shared on MsTeams in Files (class materials) In-class: collaborative document activity in groups on the legal basis for reclamation according to the type of land (agricultural, forestry), the time of the incident, the bodies responsible for reclamation is created (Practical task 3) Oxford discussion of relationships between existing law regulations and reclamations works based on current biological knowledge and new approaches Selfcheck test in Moodle
7 Spontaneous succession versus technical reclamation of degraded areas – pros and cons and solution for future	Week 11-12	(online) 2h Dates and times to be indicated later (online) 2h	Pre class – students are looking in database articles that deal with using of spontaneous succession as well as examples of technical or assisted reclamations on post-industrial sites. They include them in Mendeley Reference Manager and in Excel database In class – Teamwork1
8. Reclamation of chosen post-industrial sites the role in the area of economic and social transformation	13 week	Dates and times to be indicated later (F2F) 2h	PowerPoint/Canva/Presentation on the student’s group forum on environmental services that post-industrial habitats deliver or new that can gain (Teamwork Park 2)
EXAMINATION	DATE	Date and time to be indicated later	PROJECT (Case study reclamation of a chosen post-industrial site based on natural versus technical reclamation)

Online video meetings will take place online at <http://indicate the address MsTeams>

The dates for group work presentation:

Practical task 1 (group work). Xxx - XXX, at 19.00 hour CET

Practical task 2 (group work). Xxx - XXX, at 19.00 hour CET

Practical task 3 (group work). Xxx - XXX, at 19.00 hour CET

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Teamwork – Part 1. xxx - Oct. 20, at 19.00 hour CET

Teamwork – Part 2. xxx - Dec. 1 at 19.00 – 20:30

During the course, you will have to perform 5 pre-class activities, and prepare 3 practical tasks, including 1 team work, which will be split into 2 parts in order to facilitate the progress. Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
3 practical tasks	5 % each	15 %
teamwork	10 %	10 %
mid-term	15 %	15 %
exam	50 %	50 %
Total:	100 %	

Assignment criteria and weights

Assignment	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Practical task 1. Mind mapping – identification of elements that should be included in final presentation	<ul style="list-style-type: none"> - underground and open-cast wastelands are identified and marked as categories in the mind map - they are described by sub-branches in the mind map (elements needed to describe wastelands e.g. anthropogenic forms connected with them as well as types of substrates) - The stages of reclamations and management are included and described - The existing and potential environmental services of a given land after reclamation are identified - The mind map is presented by a group of students - Students divide into small groups (2-3) 	1 1 1 2	5 %
Practical task 2. Each student looks for law acts referring to reclamation	<ul style="list-style-type: none"> - Students discuss and create legislation template for reclamations, Complete database with the most important acts and their short - Final version of database is uploaded online as collaborative document 	2 1 2	5 %
Practical task 3. Using of plants in phytoremediation /reclamation of post-industrial sites	Students are given a set of several plants they have observed in the field trip. 1) divide the plants into several groups: grasses, legumes, trees, other herbs,	2 2 1	5 %

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	2) identify functional traits that allow plants to adapt to harsh habitats, 3) choose those plants which the best suit to a given type of habitats – some recommendations for reclamation of post-industrial sites		
Teamwork – Part 1 and 2.	Students are divided into small groups. 1. One deals with the use of spontaneous succession in reclamation, 2. Second with technical reclamation 3. Third one with assisted succession. Students post the results of their thoughts in the form of a SWOT analysis <ul style="list-style-type: none"> - Each group member identifies at strengths, weaknesses, opportunities, threats connected with reclamation - group establishes a collaborative document for development of joint presentation in PowerPoint /Canva/Prezi presenting a given topic - The presentation is uploaded on MS Teams into file. Students have possibility to give feedback on presentations from other groups - Group presentation: all students discuss the best solution (scenarios of reclamation of chosen post-industrial sites) 	2 2 3 3	10 %
Mid-term	15 %	15 %	
Exam	50 %	50 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however, do not feel obliged to follow it – be creative.

Let's study, share and improve!

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University of Silesia in Katowice **The study guide for the course** **Neuroscience and Society**

Teachers: dr. Jacek Francikowski

See main publications by Jacek Francikowski at <https://www.researchgate.net/profile/Jacek-Francikowski>

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other prominent issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- define the questions asked by NS and its role in society
- identify areas where NS can be useful as a knowledge for explanation, interpretation, and development
- identify controversies and problems of NS as applied knowledge at society level
- compare selected research methods used in NS
- identifies main structures and processes in human nervous system
- ask questions about interactions between neuroscience and society

Second, this course is prepared using flipped classroom methodology, which means that it requires your preparation before- class for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Teams. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

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The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/ lectures	Activities/Assignments
1. Introduction on the course and flipped class 2. Concept of neuroscience	Week1 Week 2	Dates and times to be indicated later	Prepare for next meeting – video watching, Answer on questions in form (Forms o365). In class: Activity 1: preparation of mind map of neuroscience structure (work in groups with source). Discussion about results. What questions/areas/levels are interesting for neuroscience? Activity 2: discussion in groups about interactions between neuroscience and society (society problems /changes). List of problems/topics. After-class: educational diary
3. Human as social animal	Week 3	Date and time	Pre-class: video about human nature and human evolution. Answer on questions in form (Forms o365). In-class: Activity1 What Does it Mean to be Human? Worksheet and discussion Activity 2 Hominin Review: Evolutionary Trends - Worksheet and discussion Activity 3 Brain, Language, Lithics - Worksheet and discussion After-class: educational diary
4. Nervous system – structure and function	Week 4 - 5	Date and time Date and time	4. Pre-class: Video about nervous system. Answer on questions in form (Forms o365). In class: Activity 1 Nervous system structure – mind map creation from source, work in groups Activity 2: How neurons work? virtual experiments with worksheet and other “paper-scissors” materials After class: educational diary 5. Pre-class: Video watching “Neuro-Enhancement”. Answer questions in form (Forms o365). In class: Play Decide tool: ”Neuro-Enhancement” Discussion about conclusions. After class: educational diary
5. Research methods in NS	Week 6 – 7	Date and time	6. Pre-class: video about methods in neuroscience. Answer questions in form (Forms o365).

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		Date and time	<p>In class: Activity 1: Preparation of information set about one method (in groups). Activity 2: preparation of comparative table based on prepared materials (in groups) After class: educational diary 7. Pre-class: video about EEG and event related potentials (ERP). Answer on questions in form (Forms o365). In class: Preparation and conduction of virtual EEG experiment After class: preparation of report with experimental results in groups</p>
MIDTERM	Week 8	Date and time online	Project: Presentation of experiment results from lesson 7
6. Drugs and addiction	Week 9	Date and time	<p>Pre-class: read the essay and watch attached video. Answer on questions in form (Forms o365). In-class: Activity 1 Structure and function of reward system - worksheet Activity 2 – Mechanism of addiction – virtual experiment and worksheet Activity 3 Is addiction a disease? – reading material, discussion in groups, conclusions and consequences for society After-class: educational diary</p>
7. Neuroeducation	Week 10 - 12	Date and time	<p>Pre-class: read the article and watch video. Answer on questions in form (Forms o365). In-class: Activity 1 What neuroscience can tell us about education? Reading material, discussion - Activity 2 – Play Decide activity, work in group, preparation of input (story, terms, questions, problems) After-class: educational diary</p>
8 Mental disorders	13 week		<p>Pre-class: read the article “What Is Normal?”. Answer on questions in form (Forms o365). In-class: Activity 1 Preparation of mind map for different mental disorders (features, mechanisms, therapy and other informations)</p>

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			Activity 2 – Urbanisation and mental health. Reading material – work in group, problems, and solutions After-class: educational diary
9. Neuroeconomy	14 week		Pre-class: watch the video about neuroeconomy. Answer on questions in form (Forms o365). In-class: Activity 1 Decision making and risk - worksheet Activity 2 Discussion: conclusions from activities for society After-class: educational diary
10. Neuroethics	15 week		Pre-class: watch the video. Answer on questions in form (Forms o365). In-class: Activity 1 Biological predictors of crime - worksheet Activity 2 – Guilt and responsibility – reading material, work in group discussion After-class: educational diary - short text about potential usage of neurotools in criminology
EXAMINATION	DATE	online	Oral exam with essay; “neuroscience-society” problem - Thesis defence

Online video meetings will take place online at [Teams](#) O365 team channel „Neuroscience and Society”

The dates for group work presentation:

Practical task 1 (group work). Xxx - Sept. 29, at 19.00 hour CET

Teamwork – 1. xxx - Oct. 20, at 19.00 hour CET

Teamwork – 2. xxx - Dec. 1 at 19.00 – 20:30

During the course, you will have to perform 10 pre-class activities, and prepare 3 practical tasks, including 1 team work, which will be split into 2 parts in order to facilitate the progress. Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 practical tasks	10 % each	20 %
teamwork	10 %	10 %
mid-term	15 %	15 %

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exam	25 %	25 %
After-class	10%	10%
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Practical task 1 (group work). Mind mapping. Neuroscience structure	- scientific areas are identified and marked as categories in the mind map	2	10 %
	- levels/questions are described by sub-branches in the mind map	2	
	- The mind map is presented by team leader	1	
Practical task 2. (group work). Mind mapping. Nervous system structure	- Main nervous system parts are identified and marked as categories in the mind map	2	10 %
	- Substructures and processes are described by sub-branches in the mind map	2	
	- The mind map is presented by team leader	1	
Teamwork – Part 1. PlayDecide task	- File/s is uploaded to proper task before deadline to Teams	1	10 %
	- File contains set of: stories, infos, issues, tasks	6	
	- the content covers issues in the field of neuroeducation	3	
Mid-term	<ul style="list-style-type: none"> - Presentation is uploaded to proper task in Teams before deadline - the presentation complies with the guidelines (structure, figures, - reference to the content of previous classes (neuroanatomy and neurophysiology) - figures are properly formatted and described - conclusions for further research and society - effective group presentation 	15 %	15%
Exam	<ul style="list-style-type: none"> - Essay is uploaded to proper task in Teams before deadline - the text complies with the guidelines (problem/question, structure, formatting, subjectivity, substantive, reference to sources) 	25 %	25%
After-class	<ul style="list-style-type: none"> - Text is uploaded to proper task before deadline to Teams - the text complies with the guidelines (formatting, subjectivity, reference to the subject of class, reference to sources) 	10x1	10%

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Total:	100 %	
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Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try recent technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however, do not feel obliged to follow it – be creative.

Let's study, share and improve!

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University of Silesia in Katowice

The study guide for the course

Virtual and non-virtual crisis literature
(VANCL 2023)

Teachers: **Monika Karwacka, PhD**

<https://silesian.academia.edu/MonikaKarwacka>

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- define main sources of crisis affecting literary environment
- identify causes of alterations in the sphere of literature evoked by certain type of crisis
- identify new literary phenomena in virtual and non-virtual literature
- select the most distinctive features of crisis virtual and non-virtual literature
- create a map of crisis literature including certain trends and characteristics of crisis literature
- share your research outcomes during online debate organised by the course participants

Secondly, this course (or topics x-y) are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however, all the learning materials and more coherent descriptions are provided in MS Teams. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

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The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class. 2. The concept of crisis literature.	Week 1 Week 2	Aug. 25 (F2F) <u>Sept. 7th</u> <u>18.00-19.30 CET</u> <u>(online)</u>	In class: Recognising and mapping the crisis literature. Ideas in Menti.com Mind map: Preliminary understanding and knowing crisis literature Prepare for the next meeting - watch video on: https://www.youtube.com/live/KK-Xj4CuTdA?feature=share Read an article on: https://www.academia.edu/44346751/Literature_in_Times_of_Crisis_and_Uncertainty The above text in pdf format is available at MS Teams course channel.
3. A Discourse of Survival'	Week 3	<u>Sept. 22</u> <u>19.00 – 20:30</u> <u>hour CET</u> <u>(online)</u>	Pre-class: video on: https://www.youtube.com/live/KK-Xj4CuTdA?feature=share Reading: <i>The handmaid's tale</i> book M. Atwood In-class: Discussion in groups to determine and identify key features of A Discourse of Survival. Presenting conclusions on the forum.
4. <i>'Crisis and Contemporary Literature'</i> <i>'22 of the best dystopian novels of all time'</i>	Week 4 - 5	<u>Sept. 14th</u> <u>18.00-19.30 hour</u> <u>CET (online)</u>	Pre-class: Watching on: 1. http://www.ccl.bbk.ac.uk/crisis-and-contemporary-literature/ 2. https://www.panmacmillan.com/blogs/literary/the-best-dystopian-novels-of-all-time Reading on: 1. https://www.academia.edu/17138455/Dystopian_Literature 2. https://www.academia.edu/13917875/Feminist_dystopia_in_The_Handmaids_Tale The above texts in pdf format are available at MS Teams course channel Self-check test in Wordwall In-class: Determining key features in Mentimeter. Open discussion. Summarising and conclusions by creating mind map in Kogel.

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5. Practical review on virtual and non-virtual crisis literature	Week 6 – 7	<p><u>Sept. 21st</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)</p> <p><u>Sept. 28th</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)</p>	<p>Pre-class: PRACTICAL TASK 1 Prepare a group presentation on literature fiction texts about crisis: books, stories, comics, diaries, performances screenplays, children literature.</p> <p>In-class: Brainstorm and creating mind map using certain online tools: Kogle/ Bubble.us Presenting online prepared presentation. Saving brainstorm results in MS Teams files on the group channel. Moderated discussion.</p>
MIDTERM	Week 8	<p><u>Oct. 19th</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)</p>	<p>PRACTICAL TASK 2</p> <p>PROJECT</p> <ol style="list-style-type: none"> 1. Creating a short video inviting to participate in an online event on contemporary crisis literature 2. Organising online event: discussion with contemporary writer or literary critic about contemporary crisis literature.
6. . 'Literature and the Financial Crisis of 2008'	Week 9	<p><u>Oct. 26th</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)</p>	<p>Pre-class: Video on: https://youtu.be/3rikKTP4FxE Reading on: Team Work In-class: collaborative document activity in groups on: https://www.academia.edu/24272927/The_Financial_Crisis_of_2008_Impact_and_Recovery and blogs on Financial crisis Self-check test in Wordwall.</p> <p>In-class: Discussion in groups to determine and identify key features of financial crisis feedback in literature. Presenting conclusions on the forum.</p>
7. 'Lunchtime Literature: Writing Through Crisis'	Week 10 - 12	<p><u>Nov. 16th</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)</p> <p><u>Nov. 23rd</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)</p>	<p>Pre-class: Watching video on: https://www.youtube.com/live/w2druLdTcQE?feature=share Reading: https://www.academia.edu/46894882/reading_crisis_writing_crisis https://www.academia.edu/37727521/Dream_writing_Writing_through_vulnerability Reearching the media to find interviews with literature writers of crisis times.</p> <p>In-class: 4. Discussing in groups. Theoretical and practical review on Writing Through Crisis.</p>

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			<p>5. Brainstorming to create the list questions for open debate between groups about Writing Through Crisis topic.</p> <p>6. Presenting Writing Through Crisis writers.</p> <p>7. Debate between groups based on the previously prepared questions.</p>
8. Pandemic literature	13 week	<u>Nov. 30th</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)	<p>Pre-class:</p> <p>Reading</p> <ol style="list-style-type: none"> 1. https://www.academia.edu/43392181/Pandemic_and_Humanity_In_literature 2. https://www.academia.edu/53163497/Reading_Literature_in_the_Time_of_Pandemic <p>In class:</p> <p>Discussion on new pandemic trends in online and offline literature.</p> <p>Creating a mind map in Kogle to summarize the discussed outcomes.</p>
9. Practical review of literature artefacts in pandemics	14 week	<u>Dec. 7th</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)	<p>Pre-class:</p> <p>Reading</p> <ol style="list-style-type: none"> 1. https://thecognate.com/understanding-the-pandemic-through-the-lens-of-literature/ 2. https://electricliterature.com/7-books-about-covid-lockdown-pandemic/ 3. https://www.npr.org/2022/02/24/1079823095/are-we-ready-for-covid-19-as-a-central-theme-in-literature 4. https://www.nytimes.com/2022/02/20/books/pandemic-fiction.html <p>Exploring virtual literature created in Covid-19 pandemic time.</p> <p>In-class:</p> <p>Discussing new literary fiction written in times of pandemic</p> <p>Creating in two groups mind maps of:</p> <ul style="list-style-type: none"> - virtual pandemic literature - non-virtual pandemic literature <p>Presenting outcomes of group work.</p>
10. Therapeutic fiction.	15 week	<u>Dec. 14th</u> <u>18.00-19.30 hour</u> <u>CET</u> (online)	<p>Pre-class</p> <p>Reading</p> <p>https://offtheshelf.com/2019/04/books-almost-as-good-as-a-therapy-session/</p>

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			https://www.theguardian.com/books/2019/jul/20/de-pictions-of-therapists-and-therapy-in-fiction-book-clinic-bijal-shah In-class Moderated discussion. Online quiz.
EXAMINATION	DATE	Dec. 21 st . <u>18.00-19.30 hour</u> <u>CET</u> (online)	PROJECT presented during on online debate organised beforehand. A winning video tutorial <i>Crisis literature</i> containing mind maps, data analysis graphs, website reviews on non-professional literary creations regarding crisis <i>casus</i> is shown at the beginning of the debate. The video tutorial posted on public access e.g. youtube.com, ranked by popularity and marks in an online ranking using data analysis tools. Conducting the online <i>Crisis literature</i> debate.

Online video meetings will take place online at

<https://teams.microsoft.com/l/team/19%3adDKxKdwq6jUyiT1tyzMkPBvLgr8DrxizGjILm5kaXZI1%40thread.tacv2/conversations?groupId=0430d242-0625-4e72-a860-57ffb2d3a1cc&tenantId=50c76291-0c80-4444-a2fb-4f8ab168c311>

The dates for group work presentation:

Practical task 1 (group work). - Sept. 21st, at 19.00 hour CET

Practical task 2 (group work). - Oct. 19th, at 19.00 hour CET

Teamwork – Part 1. - Oct. 26th, at 19.00 hour CET

Teamwork – Part 2. - Dec. 21st at 19.00 – 20:30

During the course, you will have to perform 10 pre-class activities, and prepare 2 practical tasks, including 2 team work, which will be split into 2 parts in order to facilitate the progress. Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 practical tasks	10 % each	20 %
2 teamwork	10 %	20 %
mid-term	20 %	20 %
exam	40 %	40 %
Total:	100 %	

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Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Practical task 1 (group work). Mind mapping.	<ul style="list-style-type: none"> Main crisis literature tendencies are identified and marked as categories in the mind map Writers and crisis literature text titles are described by sub-branches in the mind map The levels of readability are included and described <p>- The mind map is presented by group leaders</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	10 %
Practical task 2. (group work).	<ul style="list-style-type: none"> A video tutorial <i>Crisis literature</i> is developed The video is 5-10 minutes long The project outcomes are uploaded online as a video. Pictures and videos are published on Teams course channel, video on youtube.com 	<p>2</p> <p>4</p> <p>2</p> <p>2</p>	10 %
Teamwork – Part 1.	<ul style="list-style-type: none"> Each group member identifies at team project group establishes a collaborative document for development of joint presentation of <i>Crisis literature</i> summary The presentation is uploaded on MS Teams Group presentation conducted by each group member by fragments. 	<p>2</p> <p>2</p> <p>2</p> <p>4</p>	10 %
Teamwork – Part 2	<ul style="list-style-type: none"> Each group member identifies at team project Inviting outside participants to take part in an online open debate. Presenting outcomes of the Crisis literature research Presenting winning video tutorial. Conducting the online Crisis literature debate. 	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	10%
Mid-term	20 %	20 %	20 %
Exam	40 %	40 %	40 %
Total:	100 %		

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Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in MS Teams, please register in MS Teams consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let’s study, share and improve!

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University of Silesia in Katowice

The study guide for the course

Organizational leadership. Socio-psychological approach

Teachers: dr Maja Drzazga-Lech

Short presentation

I am a sociologist who works at the University of Silesia in Department of Social Science, Institute of Sociology. I am interested in sociology of organization, sociology of medicine and sociology of art, especially music. I have finished School of trainers Meritum in Katowice and received diploma on level V European Qualification Framework. I have realised as participant such course as: Emotional intelligence in team management (16 hours, Zespół Expertów Manager), Assertiveness as a method of increasing one's own efficiency and effectiveness in relations with the client (16 hours, Zespół Expertów Manager), Training of assertiveness (Meritum: Psychoeducation and personal development workshop, 36 hours). Since 6-years I conducted classes with polish and foreigners students (Erasmus Programme) “Organizational leadership” in form of 30 hours on term or 15 hours on term.

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- Define main goal for whole team and individual tasks for each co-workers
- identify type of leadership styles
- identify type of individual co-workers,
- select specific method of leadership which suit to current situation/individual co-worker
- create trainings/workshop for leaders who want to improve their soft skills
- create training, which will help your co-workers to achieve the goal in more effective way
- share your opinions, feelings, suggestions without offending each other

Second, this course (or topics x-y) are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle and MS Teams. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting,

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where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/ lectures	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class, introduction of the task of project method, then activities, which help new group to know each other.	Week 1	Sept. 5 (F2F)	<p>1. Explanation of didactic methods which will be used during the classes:</p> <ul style="list-style-type: none"> • Project method (team work which should be realized during the whole term, the part of work which is already done should be presented on classes during the term, the final result of method project should be presented at the end of course) By using Kolbe Cycle create 8-hours training for leaders about soft skills which are needed to strengthen emotional intelligence. Playing the role of leader, specialist and secretary (in each team) • Individual activities (f.e notes, esseys) which should be send to the proper folder in online cours on moodle platform till the deadline • Oxford debate • Team work by creating mindmap • Expert table method • Online quizzes <p>2. Activities, which help new group to know each other f.e. work in 2-persons group, ask your friend about 3 question:</p> <p>Who am I? Why am I here (on this classes? What do I expect from this classes? What can help to fulfil my expectation?</p>

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			<p>Then go back to the whole group and introduce your colleague to the rest of the group.</p> <p>Prepare for next meeting- (Sep.12.2023) - watch video on CDA “Dead Poet Society”...</p>
<p>2. The concept of first methodical meeting:</p> <p>What does it mean to be authentic leader? Have you ever meet authentic leader? Have you ever work with authentic leader? Teacher as a leader - pro and cons. Didactic method:</p> <ul style="list-style-type: none"> Moderated discussion with the help of Mentimeter moderated discussion in context of movie “Dead Poet Society” <p>Individual task</p>	Week 2	<p><u>Sept. 12</u> <u>9:45 – 11:15</u> <u>CET (online)</u></p>	<p>Activities (Sep.12.2023):</p> <ol style="list-style-type: none"> Mentimeter: What is leadership? www.menti.com and use the code 1471 0594 Moderated discussion about movie “Dead Poet Society” – Teacher as a leader – pro and cons. Opportunity to share your own experience with the group. Individual task: Describe the process by which a literature teacher becomes the leader of a youth group of students. <p>Instruction:</p> <ol style="list-style-type: none"> Watch the movie "Dead poets society" Organize the parts of the film that have been placed in the course. Describe the process of becoming the leader of youth groups of pupils. Use two perspectives: <ul style="list-style-type: none"> teachers point of view group point of view (a group of young students who formed dead poets society). It will be helpful to remember the concept of a total institution created by Erving Goffman (if you decide to describe model of school). Your task should not be longer than one page (A4) <p><u>Leadership 22/23Z: Describe the process by which a literature teacher becomes the leader of a youth group of students (us.edu.pl)</u></p>



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<p>3 The concept of first methodical meeting:</p> <p>What does it mean to be authentic leader? Have you ever meet authentic leader? Have you ever work with authentic leader? Teacher as a leader - pro and cons. Didactic method:</p> <ul style="list-style-type: none"> Moderated discussion with the help of Mentimeter moderated discussion in context of movie “Dead Poet Society” Individual task 	<p>Week</p>	<p><u>Sept. 12</u> <u>9:45 – 11:15</u> <u>CET (online)</u></p>	<p>Activities (Sep.12.2023):</p> <ol style="list-style-type: none"> Mentimeter: What is leadership? www.menti.com and use the code 1471 0594 Moderated discussion about movie “Dead Poet Society” – Teacher as a leader – pro and cons. Opportunity to share your own experience with the group. Individual task: Describe the process by which a literature teacher becomes the leader of a youth group of students. <p>Instruction:</p> <ol style="list-style-type: none"> Watch the movie "Dead poets society" Organize the parts of the film that have been placed in the course. Describe the process of becoming the leader of youth groupe of pupils. Use two perspectives: <ul style="list-style-type: none"> teachers point of view group point of view (a group of young students who formed dead poets society). It will be helpful to remember the concept of a total institution created by Erving Goffman (if you decide to describe model of school). Your taks shoul not be longer then one Page (A4) <p><u>Leadership 22/23Z: Describe the process by which a literature teacher becomes the leader of a youth group of students (us.edu.pl)</u></p>
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<p>3. Soft skills of organizational leadership</p>	<p>3 week</p>	<p>Sep.19, 9:45-11:15</p>	<p>Pre-class activities:</p> <ul style="list-style-type: none"> • reading <p><u>Important Leadership Skills for Workplace Success (thebalancemoney.com)</u></p> <p>Quizz on moodle platform: <u>Leadership 22/23Z: Team leaders - what should they do? (us.edu.pl)</u></p> <p>In class activities:</p> <ul style="list-style-type: none"> • Moderated discussion (MS Teams): What are soft skills? In which occupation soft skills are very important? Why soft skills are important for team leader? • Individual work: Think about your future occupation, what kind of soft skills you will need? Choose three most important soft skills, describe them and explain why they are important for you future occupation. Send your work to the proper folder in online course on moodle platform
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<p>4. Action Centered Leadership by John Adair</p>	<p>Week 4</p>	<p>Sept. 26 <u>9:45 – 11:15</u> <u>hour CET</u></p>	<p>Pre-classes activities:</p> <ul style="list-style-type: none"> • Reading: <u>THK-032 John Adair.pdf (us.edu.pl)</u> <p>In class activities:</p> <ul style="list-style-type: none"> • Watching short animation about Action Centred Leadership <u>Action centred leadership 1 - YouTube</u> <u>Leadership 22/23Z: John Adair Leadership model (us.edu.pl)</u> • Moderated discussion: Team, task and individual – how effective team leader should find balance between those important aspects of group management? • Team work: Chose one of your future occupation. Imagine that you are the team leader of your co-workers. By using Action Centred Leadership concept find one goal to your team of co-workers and one activities in each aspects (individual, task, team). Prepare a short scenario for animation (1 page). Use Powtoon and prepare short animation <u>Video Maker Make Videos and Animations Online Powtoon</u>
<p>5. Motivation</p>	<p>Week 5</p>	<p>Nov. 9, 9:45 – 11:15 hour CET</p>	<p>Pre-class activities:</p> <ul style="list-style-type: none"> • Reading: Chapter 7 “Motivation”, from book “The John Adair Handbook of Management and Leadership. <u>The John Adair Handbook of Management and Leadership (us.edu.pl)</u> <p>In class activities:</p> <ul style="list-style-type: none"> • Mentimeter: Motivation. What is it?

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			<p><u>Motivation - what is it? - Mentimeter</u></p> <p>Go to www.menti.com and use the code 4125 3704</p> <ul style="list-style-type: none"> • Moderated discussion: Imagine that you are Leader in organization which has financial problems. In the context of theory which was describe by John Adair, how you will motivate your co-workers to do they best regardless of current situation. • Team work: Imagine that you are Team leader of young people (in your age) – 15 apprentice/trainee. Your company has financial problems and needs restructuration. It is necessary to reduce amount of employed persons. Prepare draft of activity which will help to strengthen motivation of your apprentice/trainee. Send your work to the proper folder on Moodle platform
6. How leader can influence on their co-workers?	Week 6		<p>Pre-class: video on. Butterfly Circus. Take notes according to instruction while watching. Instruction: During the watching write down short characteristics of two pyte of circus, which are showed on the movie. For as circus is metaphor of bisness organization.</p> <ul style="list-style-type: none"> • Is there meneger, leader in those circus? • In what way meneger/lider motivate their artists. Think about artists as a metaphor of co-workers in business organization. • Imagine you are an artist, in what type of circus (first or second) you would like to work. Why? • Find exaples of artist/workers, which will prefer to work in first and in second circus/type of organization <p>Students should send their notes to the proper folder in online coruse on moodle platform.</p> <p>In-class: Team work: Working in first type of circus/organization and working in second type of circus/organization. Find pro and cons. Then create a poster/leaflet which will advertice first and second type of circus/organization as a place of work. Use online tool: www.canva.com</p> <p>Send the result of your work to the proper folder in online course on moodle platform.</p>



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7. Emotional intelligence by Daniel Goleman	Week 7		<p>Pre-class: reading: Daniel Goleman, “What makes a leader? Harvard Business Review 1998 4487.qxd (us.edu.pl)</p> <p>and selfcheck test in Moodle “What makes a leader?” Leadership 22/23Z: What makes a leader? (us.edu.pl)</p> <p>In-class:</p> <ul style="list-style-type: none"> As an introduction to classes watch the video: What Makes a Leader? - HBR Video Moderated discussion: Emotional intelligence is it still important for current organizational leadership? (MS Teams)
8 Social intelligence by Daniel Goleman	Week 8	Nov. 16, 9:45 – 11:15	<p>Pre-class: reading: Daniel Goleman, “Social intelligence and the biology of leadership”, Harvard Business Review 2008 Leadership 22/23Z: Social and emotional intelligence by Daniel Goleman (us.edu.pl)</p>
9 Type of leadership by Daniel Goleman	Week 9	Nov. 23, 9:45- 11:15	<p>Pre-class: reading: Daniel Goleman “Leadership that makes results” Harvard Business Review 2004 4487.qxd (us.edu.pl)</p> <p>In class:</p> <ul style="list-style-type: none"> Do personality test Free Personality Test 16Personalities Prepare a group presentation on: Authentic leadership in organization – how it should look like? Power-point Pecha-kuchta Leadership 22/23Z: Pecha-kuchta (us.edu.pl)
MIDTERM	Week 9-10		<p>Written essay (3-5 pages): Use the concept of emotional intelligence and typology of leadership written by Daniel Goleman and compare situation in two circus which is showed in movie Butterfly Circus. Remember that for us “circus” is metaphor of organization.</p>
10 Habits of high effective people by S. Covey,	Week 10	Nov. 30, 9:45 – 11:15	<p>Pre-class: video on Leadership 22/23Z: Stephen Covey - long speech (us.edu.pl)</p>
11. Habits of high effective people by S. Covey,	Week 11	Dec. 7, 9:45 – 11:15	<p>STEPHEN COVEY FULL VIDEO 8 HABBITH FROM EFFECTIVENESS TO GREATNESS</p> <p>Watch video and do short notes about habits, which can help people to be more effective. Send your notes to the proper folder on moodle platform</p> <p>In-class: collaborative document activity in groups on:</p>



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			<p>Create mindmap: How implement 7 habits of high effectiveness proposed by S. Coovey in your future occupation?</p> <p><u>Simple Collaborative Mind Maps & Flow Charts - Coggle</u></p> <p>(Dec.7) Pre-class: reading on <u>Microsoft Word - 7 Habits Summary.doc</u> <u>(pnbhs.school.nz)</u> .. and selfcheck test in Moodle</p> <p>In-class:</p> <ul style="list-style-type: none"> Short animation <u>Leadership 22/23Z: The 7 Habits of Highly Effective people by Stephen Covey (us.edu.pl)</u> Moderated discussion on MS Teams: Leader as an example of effectiveness for co-workers or leader as a person who delegate the tasks?
12 Simon Sinek	Week 12	Dec. 14, 9:45 – 11:15	<p>Pre- class activity:</p> <ul style="list-style-type: none"> Watch videos: Why good leaders make you feel safe? <p><u>Leadership 22/23Z: Why good leaders make you feel safe (us.edu.pl)</u></p> <ul style="list-style-type: none"> Make a quiz: Simon Sinek <u>Leadership 22/23Z: Simon Sinek (us.edu.pl)</u> <p>In class-activity:</p> <ul style="list-style-type: none"> Moderated discussion: What is your opinion about conception of Simon Sinek? Is it realistic or idealistic poin of view? Individual task: Read short review of book “Leaders eat last” by Simon Sinek. Then go back to the moderated discussion Watch the Ted speech: Golden circle by Simon Sinek. <u>Leadership 22/23Z: Erasmus Students Simon Sinek How great leaders inspire action</u> Make a notes about the conception of Golden Circle. Work with the partner: Imagine you are a lider of marketing department in a big international company. There is a new product – excellent idea. Beautifully designed..... which is: Choose one product. Your task is to create draft of scenario of action: What shall we do to sell great amoung of this product. Use the concept of Golden Circle by Simon Sinek. Send you work to the proper folder on Moodle platform (1 page). <u>Leadership 22/23Z: Work in pair;-) (us.edu.pl)</u>

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13	Why we have too few women leaders?	Week 13	Jan. 11	Pre-class activity: <ul style="list-style-type: none"> Reading on: Sand 9780385349949 4p all r1.m.indd (us.edu.pl)
14	Why we have too few women leaders?	Week 14	Jan. 18	<ul style="list-style-type: none"> Watch video: Sheryl Sandberg: Why we have too few women leaders TED Talk Lean In: Women, Work, and the Will to Lead (us.edu.pl) <p>In -class activity:</p> <ul style="list-style-type: none"> Oxford debate: Organizational leadership and gender <p>Pre-class activity (Jan. 18):</p> <ul style="list-style-type: none"> Watch interview: Sheryl Sandberg: So we leaned in ... now what? TED Talk <p>In class-activity (Jan. 18):</p> <ul style="list-style-type: none"> Individual task: read short articles (3 pages) and write down the most important thesis. Lean In: Women, Work, and the Will to Lead (us.edu.pl) Moderated discussion about written thesis Team work: With the help of your thesis find information about women – leader (organizational leader), who is important for you. Prepare Power- Point pecha-kuchta about her. Send your work to the proper folder in online course on moodle platform. Leadership 22/23Z: Send you team work;-) (us.edu.pl)
EXAMINATION		15 week	Jan. 25	<p>Presentation of team work which was realised during the term by using method project by leader of the team. Assessment of individual work of members of team by leader.</p> <p>Assessment of leader activity by team members.</p>

Online video meetings will take place online at <http://indicate the address>

The dates for group work presentation:

Practical task 1 (group work). Xxx - Sept. 29, at 19.00 hour CET

Teamwork – Part 1. xxx - Oct. 20, at 19.00 hour CET

Teamwork – Part 2. xxx - Dec. 1 at 19.00 – 20:30

During the course, you will have to perform 10 pre-class activities, and prepare 4 practical tasks (3 individual, 1 team work), 6 team work, an individual mid-term essay, and project method.

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<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
1 practical task (team work) mind-map	10%	10%
3 practical tasks (individual)	5% each	15%
6 teamwork	5 % each	30 %
mid-term/Individual essay	15%	15%
Method project	30 %	30%
Total:	100 %	

Assignment criteria and weights

Assignment	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Practical task 1 (team work). Mind mapping.	- Characteristics of future occupation is identified and marked as categories in the mind map. With what kind of difficulties will probably struggle a leader in this occupation?	3	10 %
	- How conception of 7 habits of high effective people can be helpful for the leader to overcome difficulties. It should be described by sub-branches in the mind map	3	
	- The levels of individuum (leader) and group (co-workers) should be included and described	2	
	- The mind map is presented by a member of a team during the classes (MS Tems)	2	
Practical task 2 (individual) <i>Describe the process by which a literature teacher becomes the leader of a youth group of students</i>	- understand that leadership is a process	2	5 %
	- ability of creating short and coherent written statement is developed	2	
	- text is uploaded to the proper folder in online course on Moodle platform before the deadline	1	
Practical task 3 (individual) <i>Think about your future occupation, what kind of soft skills you will need? Choose three most important soft skills, describe</i>	- understanding of what are soft skills	2	5 %
	- ability of describing soft skills	2	
	- text is uploaded to the proper folder in online course on Moodle platform before the deadline	1	

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<i>them and explain why they are important for you future occupation. Send your work to the propper folder in online course on moodle platform</i>			
Practical task 4 <i>Read short articles (3 pages) and write down the most important thesis.</i> <u>Lean In: Women, Work, and the Will to Lead (us.edu.pl)</u>	<ul style="list-style-type: none"> - ability of reading with intention to understand the short article - ability to create the short draft about read text - text is uploaded to the proper folder in online course on Moodle platform before the deadline 	2 2 1	5%
Teamwork – 1 <i>Chose one of your future occupation. Imagine that you are the team leader of your co-workers. By using Action Centred Leadership concept find one goal to your team of co-workers and one activities in each aspects (individual, task, team). Prepare a short scenario of animation (1 page). Use Powtoon and prepare short animation</i> <u>Video Maker Make Videos and Animations Online Powtoon</u>	<ul style="list-style-type: none"> - Each group member identifies activities which will help develop individuals, create team and achieve the task in his/her future occupation - group establishes a collaborative scenario of short animation about Action Centred Leadership concept in the context of future occupation - ability to use online tool for creating animation (powtoon) - the presentation of students group work is loaded to the proper folder in online course on Moodle platform before the deadline..... - the group work is presented during online classes (MS Teams) by one of the specialist (nr 1) 	1 1 1 1 1	5 %
Teamwork – 2 <i>Imagine that you are Team leader of young people (in your age) – 15 apprentice/trainee. Your company has financial problems and needs restructuration.</i>	<ul style="list-style-type: none"> - ability to exercise their behaviour in difficult situation (leader and co-workers in organization with financial problems) - creation of training scenario that strengthens motivation - the scenario is loaded to the proper folder in online course on Moodle platform before the deadline 	1 1 1	5%

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<p><i>It is necessary to reduce amount of employed persons. Prepare draft of activity which will help to strengthen motivation of your apprentice/trainee.</i></p>	<ul style="list-style-type: none"> - understanding of Kolbe Cycle - ability of implementation Kolbe Cycle to workshop/training - the group work is presented by one of the specialist (nr 2) 	<p>1/2</p> <p>1/2</p> <p>1</p>	
<p>Teamwork – 3 <i>Task after watching "Butterfly Circus": Working in first type of circus/organization and working in second type of circus/organization. Find pro and cons. Then create a poster/leaflet which will advertise first and second type of circus/organization as a place of work. Use online tool: www.canva.com</i></p>	<ul style="list-style-type: none"> - understanding differences between leadership and management - finding pro and cons in different situations - creating a posters/leaflet with advertisement of different place of work - technical skills (working with canva) - the group work is presented by one of the specialist (nr 3) - the presentation of students group work is loaded to the proper folder in online course on Moodle platform before the deadline 	<p>1</p> <p>1</p> <p>1/2</p> <p>1/2</p> <p>1</p> <p>1</p>	5%
<p>Teamwork – 4 <i>Prepare a group presentation on: Authentic leadership in organization – how it should look like? Power-point Pecha-kuchta</i></p>	<ul style="list-style-type: none"> - diagnosis of different type of personality (basic level) - understanding what is authenticity - technical skills (working with pecha-kuchta) - the group work is presented by one of the specialist (nr 4) - the presentation of students group work is loaded to the proper folder in online course on Moodle platform before the deadline 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	5%
<p>Teamwork – 5 Work with the partner: <i>Imagine you are a lider of marketing department in a big international company. There is a new product – excellent idea.</i></p>	<ul style="list-style-type: none"> - understanding of Golden Circle concept - implementation of Golden Circle concept - ability of planning the activities in long term perspective - leaded result of your work to the proper please in online course on moodle platform before the deadline 	<p>1</p> <p>1</p> <p>2</p> <p>1</p>	5%

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Beautifully designed..... which is: Choose one product. Your task is to create draft of scenario of action: What shall we do to sell great amount of this product. Use the concept of Golden Circle by Simon Sinek.			
Teamwork – 6 Oxford debate: Organizational leadership and gender	<ul style="list-style-type: none"> - ability to play the role in Oxford debate - creating argumentation - assesment 	3 1 1	5%
Mid-term/Individual essay Written essay (3-5 pages): Use the concept of emotional intelligence and typology of leadership written by Daniel Goleman and compare situation in two circus which is showed in movie Butterfly Circus. Remember that for us "circus" is metaphor of organization.	<ul style="list-style-type: none"> - understanding of Emotional intelligence and social intelligence conceptions created by Daniel Goleman - understanding of typology of organizational leadership developed by Daniel Goleman - implementation of Emotional intelligence and social intelligence conceptions created by Daniel Goleman - implementation of typology of organizational leadership developed by Daniel Goleman - individual essay is loaded to the proper folder in online course on moodle platform before the deadline 	3 3 3 3 3	15%
Project method	<ul style="list-style-type: none"> - Understanding of Kolbe Cycle - Ability of implementation Kolbe Cycle to workshop/training - Competence of creating workshop/training which will improve soft skills of leaders - Ability of working in group - Ability of delegating the task - Ability of assesment 	5 5 5 5 5 5	30%
Total:	100 %		

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Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

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University of Silesia in Katowice

The study guide for the course

Political Systems of Selected European States and USA
CODE (e.g. EDU 4020)

Teacher: dr hab. Małgorzata Myśliwiec, prof. UŚ - political scientist

Research areas:

- Political systems of the EU and the Maghreb states (with particular emphasis on the political system of Spain and Morocco);
- Processes of decentralization and regionalization in Europe;
- Theory of nation and nationalism;
- Regional and ethnoregional parties in Europe;
- Public administration in European states.

ORCID: 0000-0002-7149-6977

Google Scholar: <https://scholar.google.pl/citations?hl=pl&user=gmgH0J0AAAAJ>

Researchgate: <https://www.researchgate.net/profile/Malgorzata-Myśliwiec>

Spoken languages: Polish (native), English (C1), Spanish (DELE B2 – 2014; DELE C1 - 2021)

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- define the concept of the political system,
- identify the most characteristic features of selected political systems of the European states (Great Britain, USA, France, Germany, Spain, Italy, Switzerland, Sweden),
- identify similarities and differences between the European political systems and the political system of USA,
- select relevant source material and items of representative literature,
- create the scheme to describe the operation of the selected political system,
- share the knowledge on the political systems operation.

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Second, this course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class	Week 1	Oct. 3, 2022 19.00 – 20:30 CET (online)	<ul style="list-style-type: none"> • Presentation of the professor and students, participating in classes. Tool: Padlet (https://padlet.com/). The professor and students are presenting themselves by a picture of the favourite place in the region that they come from. • Presentation of the Flipped Classroom methodology. The presentation available to students on the Moodle platform. • Presentation of the scheme for preparing information on the political system. The presentation available to students on the Moodle platform.
2. The concept of the political system.	Week 2	Oct. 10, 2022 19.00 – 20:30 CET (online)	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> • watch video on David Easton- Input- Output model: https://www.youtube.com/watch?v=jXr7o-kkw3E • watch video on David Easton - System Approach Comparative Politics: https://www.youtube.com/watch?v=dsQvZ7zMMmI <p>Pre-class reading on:</p> <ul style="list-style-type: none"> • David Easton, <i>The political system : an inquiry into the state of political science</i>, Knopf, New York, 1971. • David Easton, <i>An Approach to the Analysis of Political System</i>, in: “World Politics”, Apr., 1957, Vol. 9, No. 3 (Apr., 1957), pp. 383-400. https://www.jstor.org/stable/pdf/2008920.pdf?refreqid=excelsior%3A41a0375d3bd1b3f95918ade1ff3d2eb7&ab_segments=&origin=&acceptTC=1 (document also uploaded on Moodle).

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			<p>In-class: Discussion on the concept of the political system. Tool: Padlet (https://padlet.com/).</p>
3. The horizontal separation of powers in the political system - legislative, executive and judicial power	Week 3	<p><u>Oct. 17, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u></p>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> watch video on Separation of Powers: https://www.youtube.com/watch?v=g5fGOsALkFA watch video on Constitutional Law explained Montesquieu separation of powers https://www.youtube.com/watch?v=TL8HyxIL_8c watch video on Political Theory: Montesquieu and Rousseau https://www.youtube.com/watch?v=kQdwvGuLc9s <p>Pre-class reading on:</p> <ul style="list-style-type: none"> Cheryl Saunders, The Division of Powers in Federations https://www.idea.int/sites/default/files/publications/divisions-of-powers-in-federations.pdf (document also uploaded on Moodle). Bruce Ackerman, The New Separation of Powers https://abdet.com.br/site/wp-content/uploads/2014/11/The-New-Separation-of-Powers.pdf (document also uploaded on Moodle). <p>In-class: General discussion on the concept of division of powers. Tool: Padlet (https://padlet.com/).</p>
4. The vertical division of power in the political system - decentralization	Week 4	<p><u>Oct. 24, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u></p>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> watch video on Centralization v. Decentralization Gov 1.28 - Centralization v. Decentralization - YouTube watch video on Local Governance and Decentralisation Local Governance and Decentralisation - YouTube <p>Pre-class reading on:</p> <ul style="list-style-type: none"> Myśliwiec Małgorzata (2019), The Results of Elections for the Śląskie Voivodeship Assembly in 2018 in the Reality of Territorial Heteronomy. "Political Preferences" (2019, vol. 23, p. 23-36) https://rebus.us.edu.pl/bitstream/20.500.12128/11797/1/Myśliwiec_The_results_of_Elections_for_the_Slaskie_Voivodeship.pdf (document also uploaded on Moodle). Reinventing American Federalism ijde0497.pdf (usembassy.de) (document also uploaded on Moodle). The Meaning of American Federalism Pnabm798.pdf (usaid.gov) (document also uploaded on Moodle). Enric Fossas, Asymmetry and Plurinationality in Spain, WP núm. 167, Institut de Ciències Polítiques i Socials, Barcelona 1999 WP_I_167.PDF (icps.cat) (document also uploaded on Moodle). P. Antkowiak, T. Ludwicki, Ł. Scheffs, A. Siuda, Local government in Poland in the proces of systemic transformation, "Public Policy and Economic Development" 2017, 11(15), ss. 167-180 file://fs01/Redirect/Myśliwiec/Pulpit/Dydaktyka/MSPiD/P_Antkowi

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			<p>ak T Ludwicki L Scheffs A Siuda Local government.pdf (document also uploaded on Moodle).</p> <p>In-class:</p> <ul style="list-style-type: none"> • Presentations of students work groups, concerning centralized, regional and federal state. • General discussion on the most effective local and regional administrative structure. Method: Mind mapping (tool: https://www.canva.com/).
5. The political system of Great Britain	Week 5	<u>Oct. 31, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> • watch video on the UK political system & elections https://www.youtube.com/watch?v=f98HtyjcWxE • watch video on the UK constitution - A level Politics https://www.youtube.com/watch?v=c6EwqFpQNT • watch video on the UK political system UK political system - YouTube • The British Constitution: • Part I - The British Constitution (Part I) - YouTube • Part II - The British Constitution (Part II) - YouTube • Part III - The British Constitution (Part III) - YouTube <p>Pre-class reading on:</p> <ul style="list-style-type: none"> • The Governance of Britain https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/228834/7170.pdf (document also uploaded on Moodle). • Christopher R. Marsicano, The Political System of the United Kingdom UKPolitics1.pdf (vanderbilt.edu) (document also uploaded on Moodle). • Duncan Watts, Understanding US/UK government and politics. A comparative guide POLITICS AND GOVERNMENT Understanding US-UK government and politics a comparative guide.pdf (untag-smd.ac.id) (document also uploaded on Moodle). • Andrew C. Eggers, Arthur Spirling, The Shadow Cabinet in Westminster Systems Modeling Opposition Agenda Setting in the House of Commons 1832–1915 bursty.pdf (arthurspirling.org) (document also uploaded on Moodle). <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p> <p>In-class:</p> <ul style="list-style-type: none"> • Presentation of the British political system by the group of students. • Discussion on the British form of Constitution, the paper of the king, the construction and responsibilities of Parliament, the government and the Cabinet of Shadows. Tool: Padlet (https://padlet.com/).
6. The political system of the	Week 6	<u>Nov. 7, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> • watch video on Constitution - Lecture 1 Constitution 101 Lecture 1 - YouTube



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7.	United States of America		<ul style="list-style-type: none"> watch video on Constitution - Lecture 2 Constitution 101 Lecture 2 - YouTube watch video on The Connection Between the Constitution and the Declaration https://www.youtube.com/watch?v=vGGx7sTDnMY&list=PLsUk50XkVcCm6sd0AQFUJOZNgCIQeSVmf watch video on The American Political System The American Political System Explained in 10 Minutes - YouTube <p>Pre-class reading on:</p> <ul style="list-style-type: none"> The Constitution of the United States of America US Constitution-Senate Publication 103-21.pdf (document also uploaded on Moodle). The Basics of American Government, ed. Carl D. Cavalli Basics of American Government.pdf (ung.edu) (document also uploaded on Moodle). <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p> <p>In-class:</p> <ul style="list-style-type: none"> Presentation of the American political system by the group of students. Discussion on the presidential elections and the position of the President in the political system, electoral system, composition and responsibilities of two chambers of the Congress, as well as the judiciary system, together with the Supreme Court. Tool: Padlet (https://padlet.com/).
8.	The political system of France	Week 7 Nov. 14, 2022 19.00 – 20:30 CET (online)	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> watch video on the Five French Republics Explaining the Five French Republics - YouTube watch video on the France political system France political system - YouTube watch video on the French election process The French election process explained World - YouTube <p>Pre-class reading on:</p> <ul style="list-style-type: none"> The Declaration of the Rights of Man and of the Citizen, 1789 nafman89.PDF (constitutionnet.org) (document also uploaded on Moodle). Constitution Of October 4, 1958 https://www.conseil-constitutionnel.fr/sites/default/files/as/root/bank_mm/anglais/constitution_anglais_oct2009.pdf (document also uploaded on Moodle). Andrew Knapp, Vincent Wright, The Government and Politics of France The Government and Politics of France: Fifth Edition (untag-smd.ac.id) (document also uploaded on Moodle). <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p>

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			<p>In-class:</p> <ul style="list-style-type: none"> • Presentation of the French political system by the group of students. • Discussion on the presidential elections and the position of the President in the political system, electoral system, composition and responsibilities of two chambers of the Congress, as well as the judiciary system. Special attention will be paid to the strong executive branch. Tool: Padlet (https://padlet.com/).
9. The political system of Germany	Week 8	<u>Nov. 21, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> • watch video on the Germany political system Germany: political system - YouTube • watch video on How do German elections work How do German elections work? CNBC Explains - YouTube <p>Pre-class reading on:</p> <ul style="list-style-type: none"> • Germany's Constitution of 1949 German Federal Republic 2012.pdf (constituteproject.org) (document also uploaded on Moodle). • Facts about Germany tatsachen_2018_eng.pdf (tatsachen-ueber-deutschland.de) (document also uploaded on Moodle). • Hans Mommsen, The Origins of Chancellor Democracy and the Transformation of the German Democratic Paradigm The Origins of Chancellor Democracy and the Transformation of the German Democratic Paradigm (columbia.edu) (document also uploaded on Moodle). <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p> <p>In-class:</p> <ul style="list-style-type: none"> • Presentation of the German political system by the group of students. • Discussion on the electoral system, composition and responsibilities of Bundestag and Bundesrat, as well as the position of chancellor. Tool: Padlet (https://padlet.com/).
10. MIDTERM	Week 9	<u>Nov. 28, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u>	Online test, available on the Moodle platform.
11. The political system of Spain	Week 10	<u>Dec. 5, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> • watch video on the Brief Political History of Spain Brief Political History of Spain - YouTube • watch video on the autonomous communities of Spain Spain Is Not A Federation: Autonomous Communities of Spain Explained - YouTube • watch video on History of Spain – Documentary History of Spain - Documentary - YouTube • watch video on the brief history of the Spanish royal family Brief History of the Spanish Royal Family - YouTube <p>Pre-class reading on:</p>



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			<ul style="list-style-type: none"> The Spanish Constitution https://www.boe.es/legislacion/documentos/ConstitucionINGLES.pdf (document also uploaded on Moodle). Jordi Muñoz, <i>The Catalan Syndrome? Revisiting the Relationship Between Income and Support for Independence in Catalonia</i> https://www.researchgate.net/publication/356922988_The_Catalan_Syndrome_Revisiting_the_Relationship_Between_Income_and_Support_for_Independence_in_Catalonia Abhishek Trivedi, <i>Unilateral Declaration of Independence by Catalonia: Examining Legality under International Law</i> https://www.researchgate.net/publication/351901060_Unilateral_Declaration_of_Independence_by_Catalonia_Examining_Legality_under_International_Law INTERNATIONAL LAW <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p> <p>In-class:</p> <ul style="list-style-type: none"> Presentation of the Spanish political system by the group of students. Discussion on the form of the regional state and the problem of the independence of Catalonia. Tool: Padlet (https://padlet.com/).
12. The political system of Italy	Week 11	<u>Dec. 12, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> watch video on the timeless value of Italy’s legal system & its dynamic constitution The timeless value of Italy’s legal system & its dynamic constitution #interview - L. Crema - YouTube watch video on Why Italy changes governments so often 70 governments in 77 years: Why Italy changes governments so often - YouTube <p>Pre-class reading on:</p> <ul style="list-style-type: none"> Constitution of the Italian Republic https://www.senato.it/documenti/repository/istituzione/costituzione_inglese.pdf (document also uploaded on Moodle). T. Kubin, M. Myśliwiec, M. Lorencka, <i>Impact of the 2008 economic crisis on the functioning of the political systems. A case study of Greece, Spain, and Italy</i> https://www.researchgate.net/publication/319289920_Impact_of_the_2008_economic_crisis_on_the_functioning_of_the_political_systems_A_case_study_of_Greece_Spain_and_Italy (document also uploaded on Moodle). <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p> <p>In-class:</p> <ul style="list-style-type: none"> Presentation of the Switzerland political system by the group of students.



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			<ul style="list-style-type: none"> Discussion on the stability of governments in Italy and consequences of the economic crisis of 2008 on the operation of the Italian political system. Tool: Padlet (https://padlet.com/).
13. The political system of Switzerland	12 week	<u>Dec. 19, 2022</u> <u>19.00 – 20:30</u> <u>CET (online)</u>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> watch video on the swiss political system SE #1 - the swiss political system - YouTube watch video on how the Swiss Federal Council is elected This is how the Swiss Federal Council is elected - YouTube watch video on Switzerland's direct democracy Switzerland's direct democracy - YouTube watch video on History of Switzerland The Complete History of Switzerland CH - YouTube <p>Pre-class reading on:</p> <ul style="list-style-type: none"> Federal Constitution of the Swiss Confederation of 18 April 1999 SR 101 - Federal Constitution of 18 April 1999 of the Swiss Confederation (admin.ch) (document also uploaded on Moodle). History of the Swiss Constitution Verfassungsgeschichte.ch Nadja Braun Binder, <i>Direct democracy in Switzerland</i> https://www.zora.uzh.ch/id/eprint/141869/1/Braun_Direct_Democracy_2008.pdf (document also uploaded on Moodle). Mirosław Matyja, <i>Is direct democracy in Switzerland dysfunctional?</i> pp-2016-4-02.pdf (amu.edu.pl) (document also uploaded on Moodle). <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p> <p>In-class:</p> <ul style="list-style-type: none"> Presentation of the Switzerland political system by the group of students. Discussion on advantages and disadvantages of institutions of direct democracy, federal system, the way of the government formig and the Swiss President. Tool: Padlet (https://padlet.com/).
14. The political system of Sweden	13 week	<u>Jan. 9, 2023</u> <u>19.00 – 20:30</u> <u>CET (online)</u>	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> watch video on the Constitutional History Sweden - Constitutional History - YouTube watch video on the Constitutional Reform Sweden - Constitutional Reform - YouTube watch video on the Fundamental Laws Sweden - Fundamental Laws - YouTube watch video on the history of the royal family of Sweden History of The ROYAL family of Sweden - YouTube <p>Pre-class reading on:</p>



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			<ul style="list-style-type: none"> <i>The Constitution of Sweden. The Fundamental Laws and the Riksdag Act</i> https://www.riksdagen.se/globalassets/07.-dokument--lagar/the-constitution-of-sweden-160628.pdf (document also uploaded on Moodle). <i>Public access to information and secrecy. The legislation in brief</i> https://www.government.se/4a72cf/contentassets/2ca7601373824c8395fc1f38516e6e03/public-access-to-information-and-secrecy.pdf (document also uploaded on Moodle). <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p> <p>In-class:</p> <ul style="list-style-type: none"> Presentation of the Swedish political system by the group of students. Discussion on advantages and disadvantages of the unicameral system, monarchy and free access to the public information. Tool: Padlet (https://padlet.com/).
15. The political system of Poland	14 week	Jan. 16, 2023 19.00 – 20:30 CET (online)	<p>Prepare for next meeting:</p> <ul style="list-style-type: none"> watch video on evolution of Polish politics after 1989 Historia polskiej polityki - YouTube watch video on Polish Transformation Polish Transformation w/ English sbtls - YouTube <p>Pre-class reading on:</p> <ul style="list-style-type: none"> <i>The Constitution of The Republic of Poland of 2nd April, 1997</i> (Dziennik Ustaw No. 78, item 483) https://www.sejm.gov.pl/prawo/konst/angielski/konse.htm (text also uploaded on Moodle) <i>Polish political system: an introduction</i>, edited by Jarosław Szymanek; translators Katarzyna Bartuzi, Albert Pol, Wydawnictwo Sejmowe, Warszawa 2018. <p>Selfcheck before classes test in Moodle. Tool: MS Forms.</p> <p>In-class:</p> <ul style="list-style-type: none"> Presentation of the Polish political system by the group of students. Identification of influence of analyzed before political systems on the Polish Constitution regulations. Method: Mind mapping (tool: https://www.canva.com/).
16. Recapitulation	15 week	Jan. 23, 2023 19.00 – 20:30 CET (online)	<p>In-class:</p> <p>Recapitulation of all classes content with use of the Kahoot application (https://kahoot.com).</p>
17. EXAMINATION	DATE	Jan. 30, 2023 19.00 – 20:30 CET (online)	Online test, available on the Moodle platform.

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Online video meetings will take place online at [MS Teams Group – links created for meetings will be available here](#)

The dates for group work presentation:

Teamwork (presentation) – Part 1. Centralized, regional and federal state. - Oct. 24, 2022, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 2. British political system - Oct. 31, 2022, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 3. Political system of the USA - Nov. 7, 2022, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 4. Political system of France - Nov. 14, 2022, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 5. Political system of Germany - Nov. 21, 2022, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 6. Political system of Spain - Dec. 5, 2022, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 7. Political system of Italy - Dec. 12, 2022, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 8. Political system of Switzerland - Dec. 19, 2022, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 9. Political system of Sweden - Jan. 9, 2023, 19.00 – 20:30 CET (online)

Teamwork (presentation) – Part 10. Political system of Poland - Jan. 16, 2023, 19.00 – 20:30 CET (online)

During the course, you will have to perform 10 pre-class activities, and prepare 2 practical tasks (team work). Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 practical tasks (teamwork)	30% (15% each)	30% (15% each)
mid-term	20 %	20%
exam	50 %	50 %
Total:	100 %	

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Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Practical task 1 (teamwork). Pptx presentation on vertical division of tasks in the state	- Characteristics of the legal bases of the model	5	15 %
	- Preparation of the presentation, describing the model	5	
	- The team work result is presented partially by each member of the team	5	
Practical task 2. Pptx presentation on the selected political system	- Characteristics of the constitutional bases of the system	5	15 %
	- Preparation of the presentation, describing the most characteristic features of the system	5	
	- The team work result is presented partially by each member of the team	5	
Mid-term	25 %	25 %	
Exam	50 %	50 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

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University of Silesia in Katowice

The study guide for the course

Entrepreneurship for the youngest students

Teacher: Dr. Renata Raszka, University of Silesia in Katowice

Research and teaching interests: economic education in grades 1-3 of primary school; education for entrepreneurship, with particular emphasis on individual entrepreneurship and the entrepreneurial environment (i.e. economic education and financial education); preparing future educators to use entrepreneurial didactics in developing the competences of initiative and entrepreneurship of the youngest students; methodology of mathematical education for preschool and early school age children; information and communication technologies in the teaching-learning and education process; media education.

https://navoica.pl/courses/course-v1:UniwersytetSlaski+ME_03_EN+2021_2/about

<https://us.edu.pl/institut/ipe/dr-renata-raszka/>

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- define economic education
- identify the concepts related to financial education and education (for) entrepreneurship, which are components of economic education
- identify the pedagogical potential of the everyday knowledge about money of children and the regularity of introducing children to the world of money
- identify selected examples of initiatives undertaken in order to promote financial education among the youngest students, develop their economic competences and shape an entrepreneurial attitude
- select aims, methods, teaching and learning materials, forms of organising financial education
- create educational projects based on the learned examples
- share ideas of children’s activities leading to development of their economic competences and entrepreneurial attitudes

Second, this course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Navoica.pl and MS Teams. Flipped class methodology focus on your

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learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class (MS Teams)	1 Week	According to separate schedule (online meetings) 2 hour	<p>Pre-class: Students familiarize themselves with the conception of the flipped classroom, by watching videos and search for other useful information connected with the topic. https://www.youtube.com/watch?v=qdKzSq_t8k8&t=1s&ab_channel=Sprouts Flipped Classroom Model https://www.youtube.com/watch?v=BCIxiQ73Q&ab_channel=TeachingsinEducation Flipped Classroom Model: Why, How, and Overview https://www.youtube.com/watch?v=paQCE58334M&ab_channel=Osmosis Blended learning & flipped classroom</p> <p>Students provide useful material on the subject by posting it in a folder “Flipped Classroom” (MS Teams).</p> <p>Students register on the Navoica.pl platform and log in to the course “Entrepreneurship for the Youngest Students”. They introduce themselves (Introductory forum) https://navoica.pl/courses/course-v1:UniwersytetSlaski+ME_03_EN+2021_2/about</p> <p>In-class: Students express their associations with the flipped lesson model using AnswerGarden (link provided in the main MS Teams channel): “What are your associations with the flipped lesson method?” In groups, they create a mind map on the flipped classroom and the traditional classroom using Mind Map Miro (link provided in the main MS Teams channel).</p> <p>Conversation on Pre-class work and In-class work during the EFYS 2023 course, using materials on the Navoica.pl</p>

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			https://navoica.pl/courses/course-v1:UniwersytetSlaski+ME_03_EN+2021_2/about
2. The variability of the surrounding reality as a challenge for education	2 Week	According to separate schedule (online meetings) 2 hour	<p>Pre-class: Module 0. Navoica.pl Students complete an initial evaluation questionnaire (Google document), that deals with beliefs related to education for entrepreneurship and requires the participant to make a self-assessment of knowledge and skills related to education for entrepreneurship.</p> <p>Students read and listen to Module 0. material on the Navoica.pl platform They participate in Discussion forum on the Navoica.pl: Do you agree that entrepreneurship education at the lowest levels of education should rather aim at shaping entrepreneurship as a broadly understood life competence, or rather towards narrowly understood entrepreneurship? What is your opinion on the subject.</p> <p>In-class: Students are divided into 2 groups. Oxford debate on: Entrepreneurship education for the youngest students should aim at shaping entrepreneurship as a broadly understood life competence.</p>
3. Around concepts related to economic education	3 Week	According to separate schedule (online meetings) 2 hour	<p>Pre-class: Module 1. Navoica.pl Students read and listen to Module 1. material on the Navoica.pl platform. In Module 1, students are introduced to the concepts of economic education and thus have the opportunity to structure the concepts of financial education and education for entrepreneurship that are part of economic education. They test their knowledge by solving a quiz. Self-check quiz on the Navoica.pl Students take part in discussion forum on the Navoica.pl: What questions, doubts or observations do you have after implementing the content of Module 1?</p> <p>In-class: In groups, students use Padlet for application of active methods in entrepreneurial didactics: problem solving, creative thinking, learning by discovery/ discovery learning.</p>
4. Patterns of introducing children to the world of money	4 Week	According to separate schedule (online meetings) 2 hour	<p>Pre-class: Module 2. Navoica.pl Students read and listen to Module 2. material on the Navoica.pl platform. In Module 2, students learn about the regularities of introducing children to the world of money. They learn about the possibility of diagnosing the child's understanding of the value of money and, as a result, they will be able to characterize the development of children's competence in understanding the constant value of money, money calculation skills and sound money management. They test their knowledge by solving a self-check quiz on the Navoica.pl The discussion forum on the Navoica.pl is a place where students ask questions, express their doubts or put their reflection on the content of Module 2.</p> <p>In-class:</p>

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			Students prepare materials needed for 10 diagnostic tasks titled <i>I understand the meaning of money</i> , developed by Małgorzata Kupisiewicz. They learn how to use that tool in child's diagnosis on competences in the field of understanding the constant value of money, the ability to make monetary calculations and reasonable management of money and how to interpret research results.
5. The potential of children's everyday knowledge about money	5 Week	According to separate schedule (online meetings) 2 hour	<p>Pre-class: Module 3. Navoica.pl Students read and listen to Module 3. material on the Navoica.pl platform In Module 3, students explore the reasons, why money is not an easy subject for scientific consideration; discover the educational value of children's common knowledge about money; learn how children's common-sense knowledge about money can be acquired in a very simple way and how their entrepreneurial spirit can be recognised. They learn how to explore children's common knowledge about money, using a mental map around the concept of "money", "money under a magnifying glass", unfinished sentences and an unfinished story with a financial theme. Students test their knowledge by solving a self-check quiz on the Navoica.pl Students complete 2 tasks, presenting them to the forum discussion. Practical task1. Discussion forum on the Navoica.pl. Unfinished Sentences: What do you think? Is creating unfinished sentences a difficult task? Try to come up with a few unfinished sentences (approx. 3-5) that could help you learn about the common knowledge of children about money and its features, functions, etc. Submit your ideas on the forum by joining the discussion. Practical task 2. Discussion forum on the Navoica.pl. Unfinished Story: Your task is to find an existing story with a financial thread (provide website address) and decide at what point to cut it so that there is an unfinished story. In-class: Team task: Students create financially-themed stories for children - working in groups of two or individually using for instance: https://www.imagineforest.com/free-resources https://www.imagineforest.com/blog/categories/story-writing-guides/</p>
6. Educational project in economic education	6 Week	According to separate schedule (online meetings) 2 hour	<p>Pre-class: Module 4. Navoica.pl In Module 4, students find inspiration for creating educational projects in economic education aimed at the youngest learners. They get acquainted with the methodology of financial education using a selected educational package as an example. They learn about the Method of Study Stations (MSS), here called Economic Study Stations (ESS), and the methodology for introducing children to the art of constructing board games. They test their knowledge by solving a self-check quiz on the Navoica.pl. Students prepare to collaborative activity in groups on creating online board game. They learn how to make their own board game with a financial thread. Watch on videos: Tutorial: How to create an ONLINE BOARD GAME https://www.youtube.com/watch?v=M6f9DKKWLGQ&ab_channel=EmmaBalansay</p>

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			In-class: Teamwork: Students create their original board games and have time of the game. Their project is implemented using an online tool https://www.flippity.net/
7. Promoting financial education and education for entrepreneurship	7 Week	According to separate schedule (online meetings) 2 hour	Pre-class: Module 5. Navoica.pl In Module 5, students find short descriptions of initiatives undertaken to promote financial education among the youngest students, develop their economic competences and shape an entrepreneurial attitude. Students search for other interesting projects or materials and include the link in the table. Miro template (link provided in the main MS Teams channel). In class: Students review and familiarize with written materials and books on economic (financial and entrepreneurship) education and analyse and evaluate their content, express opinions and discuss. Finally select the best book or materials, stating the criteria that guided their selection. Students present their online original board games with financial thread. Students point out the best board game.
8. Course summary	8 week	According to separate schedule (online meetings) 1 hour	Pre-class: Students complete a final evaluation questionnaire (Google document) They answer a question, using AnswerGarden (link provided in the main MS Teams channel): What adjective would you use to describe the quality of the course? Course summary discussion. Questions: Could you please indicate the strengths and weaknesses of the course? What do you think would need to be improved or supplemented? etc. Miro Template (link provided in the main MS Teams channel). In-class: Students present their original, created online, financially-themed stories for children. Students point out the best story.
9. EXAMINATION	Examination session	Module 5. Navoica.pl	ONLINE TEST (16 test tasks)

Online video meetings will take place online at <http://indicate the address>

The dates for group work presentation: 7 and 8 week

During the course, you will have to perform 8 pre-class activities, and prepare 2 practical tasks (unfinished sentences, unfinished story), 2 team works (financially-themed story and board game) and active participation in discussions. Then you will have to solve self-check quizzes and pass the exam (test):

Assignments	Weight	Total of the final mark
2 practical tasks (unfinished sentences, unfinished story)	10 %	10 %
Teamwork (financially-themed story and board game)	30 %	30 %
Active participation (oxford debate, discussion forum, mind map)	10%	10%

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self-check quizzes	10 %	10 %
exam	40 %	40 %
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Practical task 1.			
Unfinished sentences	<ul style="list-style-type: none"> - three sentences - quality of sentences - commentary on the sentences 	1 2 2	5 %
Practical task 2.			
Unfinished story	<ul style="list-style-type: none"> - bibliography - commentary on the story - quality of the story 	1 2 2	5 %
Team work 1.			
financially-themed story	<ul style="list-style-type: none"> - Online version - Group presentation 	10 5	15 %
Teamwork 2.			
board game	<ul style="list-style-type: none"> - Online version - Group presentation - instruction 	5 5 5	15 %
Active participation	<ul style="list-style-type: none"> - oxford debate - discussion forum - mind map 	3 4 3	10%
Quizzes	10 %	10 %	
Exam	40 %	40 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

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University of Silesia in Katowice
The study guide for the course
Political Parties and Party Systems

Administrative part

Name of the course unit: **Political Parties and Party Systems**

Bachelor / Master (indicate in bold the level) **Bachelor**

Number of students: **15**

Assignment:

Write down in a few keywords which activities you set up together with your students in the context of the selected course unit.

Week 1	Topic	Assessment & Feedback	
	Introduction class - The concept of political party	-concept maps (tool: coggle.it for creating and sharing mind maps and flow charts) - at the end of the class - Q&Q	Pre-class: 1) read chapter one of the following book G. Sartori, "Parties and Party Systems", ECPR 2016; 2) see the presentation PowerPoint on this chapter Planned outcomes: 1. students will be able to define the concept of a political party 2. the student is able to distinguish the concept of political party from that of faction and sect. 3. student is able to explain the process of evolution of the notion of political party over the centuries.
In the meantime: send my presentation and other materials to read with some sentences to reflect			
Week 2	Teaching & Learning activities	Assessment & Feedback	
	2) Functions of political parties	In class: - carousel brainstorm in class -Mentimeter (quiz)	Pre class: 1) read and see this material: https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/16447/One%20Big%20Party_0%202.pdf 2) see : https://quizlet.com/15225443/5-roles-of-political-parties-flash-cards/ 3)Clips knowledge on the functions of political parties Planned outcomes: 1. the student is able to explain the historical process of development of the functions of political parties 2. the student is able to indicate the contemporary functions of political parties and their importance.
Week 3	Teaching & Learning activities	Assessment & Feedback	
	3) Cleavages	In class: Jigsaw classroom	Pre-class 1. Read the following article: Lipset Seymour Martin and Stein Rokkan (1967), <i>Cleavage Structures, Party Systems, and</i>



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			<p><i>Voter Alignments: An Introduction</i>, (in) Lipset and Rokkan Party System and Voter Alignments, New York.</p> <p>Link: http://www.u.arizona.edu/~mishler/LipsetRokkan.pdf</p> <ol style="list-style-type: none"> Students should prepare a joint note on the shared drive, answering three questions about the article by M. Lipset and S. Rokkan: 1) What social, economic and political processes have contributed to the development of cleavages 2) What four main cleavages are mentioned in the article? 3) What political parties might arise in the cleavages mentioned? Forum discussion on current cleavages in the world <p>Planned outcomes:</p> <ol style="list-style-type: none"> the student is able to explain the concept of cleavage the student is able to identify the main historical cleavages student is able to identify contemporary cleavages
In the meantime: independent work of students – collect material on a chosen political party			
Week 4	Teaching & Learning activities	Assessment & Feedback	
	4) Types of party organization. From Cadre to Cartel parties.	In class: Discussion on different party organization; Quiz (padlet)	<p>Pre-class:</p> <ol style="list-style-type: none"> Read the following article: Katz Richard S. and Mair Peter (1995), <i>Changing of Party Organisation and Party Democracy: The Emergence of the Cartel Party</i>, (in) "Party Politics" vol. 1., pp.55-28. Students should prepare a joint note on the shared drive, answering three questions about the article by P. Mair and R. Katz 1) What social, economic and political processes have influenced the organizational development of a political party 2) What are the four main stages of organization 3) development of a political party mentioned in the article? 3) What model of political party organization is currently found in Poland? (Please give examples and explain them). <p>Planned outcomes:</p> <ol style="list-style-type: none"> students will be able to explain the four stages in the development of political party organisation the student is able to identify the organisational models of a political party
In the meantime: independent work of students – collect material on a chosen political party			
Week 5	Teaching & Learning activities	Assessment & Feedback	
	5) Party families.	What methods	<p>Pre-class</p> <ol style="list-style-type: none"> Read the following article: Manual on Political Party Identity and Ideology, https://www.ndi.org/sites/default/files/2321_identitymanual_engpdf_06032008.pdf Students should prepare a joint note on a shared drive, answering three questions about the article: 1) What are the main families of political parties? 2) What are the main characteristics of each political party family 3) What political parties represent each political party family?

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			<p>Planned outcome:</p> <ol style="list-style-type: none"> 1. the student is able to explain the evolution of party political thought. 2. The student is able to distinguish between the different ideological families of political parties and identify examples of them.
In the meantime: independent work of students – collect material on a chosen political party			
Week 6	Teaching & Learning activities	Assessment & Feedback	
	6) The New Left and Extreme Right.	jigsaw	<ol style="list-style-type: none"> 1. Read the following article: A. Allington, M. Candrew, D. Hirsch, Violent extremist tactics and the ideology of the sectarian far left, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/834429/Allington-McAndrew-Hirsh-2019-Jul-19.pdf <p>Planned outcome:</p> <ol style="list-style-type: none"> 1. the student can explain the characterisation of the family of extreme political parties on the left and right. 2. The student can identify examples of political parties on the extreme right and left.
In the meantime:			
Week 7	Teaching & Learning activities	Assessment & Feedback	
	7. Discussion on the chosen political parties	Discussion on chosen political parties	<p>Pre-class:</p> <p>Prepare the presentation on a chosen political party and send to the group</p> <p>portfolio</p> <p>rubrics</p> <p>Planned outcome:</p> <ol style="list-style-type: none"> 1. the student is able to collect and select the most important information about a political party of his/her choice and communicate it to other students. 2. student gets acquainted with the environment of a given political party, contacts with its representatives, which allows to learn the practice of activity of a political party. 3. student is able to indicate the specificity of a given political party, critically evaluate its functioning, indicate the weaknesses and strengths of the political party's activity and further perspectives of its activity.
In the meantime: go to a session of municipality council or to see the plenary session of parliament			
Week 8	Teaching & Learning activities	Assessment & Feedback	
	8. Discussion on the chosen political parties	Self-assessment by the students	<p>Pre-class:</p> <p>Prepare the presentation on a chosen political party and send to the group</p> <p>portfolio</p> <p>rubrics</p> <p>Planned outcome:</p> <ol style="list-style-type: none"> 1. the student is able to collect and select the most important information about a political party of his/her choice and communicate it to other students.

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			<p>2. student gets acquainted with the environment of a given political party, contacts with its representatives, which allows to learn the practice of activity of a political party.</p> <p>3. student is able to indicate the specificity of a given political party, critically evaluate its functioning, indicate the weaknesses and strengths of the political party's activity and further perspectives of its activity.</p>
In the meantime: read sent materials			
Week 9		Assessment & Feedback	
	Creating our ideal political party	collaborative document activity in groups on ideal political party; Joint simulation on an ideal political party	<p>Pre-class Writing on your ideal political party (leader, programme, ideology, structure)</p> <p>Planned outcome:</p> <ol style="list-style-type: none"> 1. students will be able to identify the formal stages of political party formation in Poland. 2. student understands how a political party is formed and what elements are necessary. 3. student prepares a project of his/her ideal political party, reflecting on contemporary challenges and problems to be solved.
I			
Week 10		Assessment & Feedback	
	What is the role of political party in the contemporary state?	-Oxford debate	<p>Pre-class: Read and watch world's news on political parties</p> <p>Oxford debate on the topic: are political parties needed today?</p> <p>Planned outcome:</p> <ol style="list-style-type: none"> 1. the student is able to look critically at the activities of political parties in the contemporary world. 2. student understands the role of political parties in society and the state. 3. student is able to identify what factors are necessary for the proper functioning of political parties. 4. student understands that political parties evolve over time and adapt their activities to social needs and the international political situation.
Week 11		Assessment & Feedback	
	11. Definition and typology, classification of party systems.	concept maps (tool: coggle.it for creating and sharing mind maps and flow charts) - at the end of the class - Q&Q	<p>Pre-class:</p> <ol style="list-style-type: none"> 1. read chapter five of the following book: G. Sartori, “Parties and Party Systems”, ECPR 2016; 2. see the presentation PowerPoint on this chapter 3. Students should prepare a joint note on the shared drive, answering three questions about chapter five of Sartori's book “Parties and Party Systems: 1. how does Giovanni Sartori define the concept of party system? <p>2. what is meant by the notion of a relevant party?</p> <p>3. how does G. Sartori's classification of party systems?</p> <p>Planned outcomes:</p>



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			<ol style="list-style-type: none"> 1. students will be able to define the concept of party system or the related concepts of party relevance, political blackmail, coalition potential, centripetal and centrifugal competition. 2. The student will be able to distinguish the concept of typology and classification of party systems. 3. student knows the most frequently cited contemporary classifications of party systems.
In the meantime: independent work of students – collect material on a chosen party system			
Week 12		Assessment & Feedback	
	12. Electoral system and party system.	In class: - carousel brainstorm in class -Menimeter (quiz)	<p>Pre-class:</p> <ol style="list-style-type: none"> 1. Read chapter one and two of following book: Shugart Matthew S, Taagepera Rein (2017) Votes from Seats. Logical Models of Electoral Systems, Cambridge University Press. 2. See the presentation PowerPoint on this chapter 3. Students should prepare a joint note on the shared drive, answering three questions about chapter one and two of the given book: 1.How is the concept of an electoral system defined? 4. What are the most important elements of an electoral system? 5. What impact does the electoral system have on the party system? <p>Planned outcomes:</p> <ol style="list-style-type: none"> 1.The student is able to define the concept of electoral system. 2. The student is able to distinguish elements of the electoral system and determine their influence on the shape of electoral competition. 3. The student is able to identify the influence of the electoral system on the party system.
Week 13		Assessment & Feedback	
	Discussion on the chosen party systems	Power point presentations Peer assessment	<p>Prepare a presentation on a chosen party system using books, articles, online publications and social media - Critical analysis of the functioning of a selected party system</p> <p>Planned outcomes:</p> <ol style="list-style-type: none"> 1. the student is able to collect and select information about the selected party system using books, articles, online publications and social media 2. the student is able to look critically at the selected party system, pointing out its weaknesses and strengths.
In the meantime:			
Week 14		Assessment & Feedback	
	practicum	InterVision sessions on the current political parties and party systems	<p>Pre-class:</p> <p>Portfolio on the chosen political party and party system</p>

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University of Silesia in Katowice

The study guide for the course

Public International Law

Teacher:

Anna Muś, PhD (1992) is an assistant professor at the University of Silesia in Katowice and a member of the Scientific Council of the Institute of Political Science. She holds an MA in law and a PhD in political science and administration. She has published articles and two books on self-determination, minority rights and ethnic policy. Her research has been focused for many years on ethnoregionalist movements in Europe. Lastly, her research interests have also included prejudice, discrimination, and law in fantasy literature.

She has been teaching public administration and administration judiciary courses since 2017. Since 2021 she has also been a lecturer in EU law and Public International Law.

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- Define basic concepts of public international law (subjects of public international law, human rights, sources of public international law, prohibition of aggression, peaceful resolution of international conflicts, international organisations, responsibility in public international law);
- Classify sources of public international law;
- Determine some of the most complex issues within the system of public international law;
- Identify the most important institutions relevant for adoption and enforcement of public international law;
- Provide relevant examples of peaceful settlement of international dispute;
- Select and analyse relevant norms of public international law;
- Fill in the application to the European Court of Human Rights;
- Share their insights on some of the issues regarding UN and Council of Europe human rights systems.

Second, this course (or topics x-y) are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your

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learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/ lectures	Activities/Assignments
1. Introduction on the course and flipped class 2. The nature of public international law	Week 1	Online	<p>Pre-class:</p> <p>a) watching at least two introductory videos from Audiovisual Library of International Law (https://legal.un.org/avl/ls/internationallaw.html);</p> <p>b) reading the Permanent Court of International Justice judgement in the “<i>Lotus</i>” case.</p> <p>In class:</p> <p>a) discussion on the definition and nature of public international law (PIL). The teacher makes a short introduction to every specific topic. Then, she asks questions to students, encouraging them to reflect critically on the presented issue, to come up with examples, process the issue, express their opinions or to ask their own questions. It may include asking students to enumerate pros and cons of a legal concept or a legal instrument, encouraging debate between students or expanding further on some issues. Examples of specific topics:</p> <ul style="list-style-type: none"> - definitions of law, including different traditions of jurisprudence, - public v private law, - international law as law created mainly by and for states, - permissive character of PIL, - most important conclusions from the Permanent Court of International Justice judgement in the “<i>Lotus</i>” case, - structure of norms of PIL. <p>b) remarks on evolution of PIL:</p> <ul style="list-style-type: none"> - the concept of self-determination, - prohibition of aggression, - peace and security as basis for international relations.



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3. The role of the United Nations	Week 2	Online	<p>Pre-class:</p> <p>a) reading of the Charter of United Nations;</p> <p>b) preparation of presentations (practical task 1). Based on the Charter, presentation of:</p> <ul style="list-style-type: none"> – main organs of the OUN (their role and procedure of voting), – rules of membership in OUN, – differences between binding and non-binding resolutions, – role of OUN in decolonisation, – specialised agencies (scope of competences), – rules regarding transparency of treaties, or – hierarchy of PIL norms (role of the art. 103 of the Charter). <p>In class:</p> <p>a) discussion on the role of international inter-governmental organisations, including the Organisation of United Nations (OUN). The teacher makes a short introduction to every specific topic. Then, she asks questions to students, encouraging them to reflect critically on the presented issue, to come up with examples, process the issue, express their opinions or to ask their own questions. It may include asking students to enumerate pros and cons of a legal concept or a legal instrument, encouraging debate between students or expanding further on some issues. Examples of specific topics:</p> <ul style="list-style-type: none"> - competences of international organisations, - mechanisms, which rule decision-making processes, - imperfect enforcement of the law, - reasons for creating international organisations. <p>b) practical task 1. Students give presentations to the class.</p>
4. Sources of public international law	Week 3-4	Online	<p>Pre-class:</p> <p>a) reading of the International Court of Justice (ICJ) judgement in the <i>North Sea Continental Shelf</i> case;</p> <p>b) interactive presentation and self-check – interactive presentation on Mentimeter, which includes classification of sources of PIL based on the art. 38 of the ICJ Statute, fragments of the 1969 Vienna Convention on the Law of Treaties, the works of International Law Commission on the subject of <i>ius cogens</i> and online quizzes.</p> <p>In-class:</p> <p>a) selection of examples of customary international law rules;</p> <p>b) discussion on <i>non liquet</i> and showing examples of general principles of international law:</p> <ul style="list-style-type: none"> - what means <i>non liquet</i>, - how do courts make decisions when there is no rule of PIL, - general principles of international law – where do they come from?



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			<ul style="list-style-type: none"> - examples from PCIJ and ICJ judgements; c) rules of interpretation of PIL.
5. States as subjects in public international law	Week 5	Online	<p>Pre-class:</p> <ul style="list-style-type: none"> a) reading of the ICJ judgement in the <i>Frontier Dispute (Burkina Faso/Republic of Mali)</i> case; b) interactive presentation and self-check – interactive presentation on Mentimeter, which includes 1933 Convention of the Rights and Duties of States, the Draft Declaration on Rights and Duties of States, 1982 Convention on the Law of the Sea and online quizzes. <p>In class:</p> <ul style="list-style-type: none"> a) summary of the nature of statehood and rights and duties of states: <ul style="list-style-type: none"> - sovereignty, - territory, population and government, - international relations with other states, - succession of states. b) discussion on the nature of subjecthood in PIL. The teacher makes a short introduction to every specific topic. Then, she asks questions to students, encouraging them to reflect critically on the presented issue, to come up with examples, process the issue, express their opinions or to ask their own questions. It may include asking students to enumerate pros and cons of a legal concept or a legal instrument, encouraging debate between students or expanding further on some issues. <p>Examples of specific topics:</p> <ul style="list-style-type: none"> - rights, duties and powers under international law, - ius tractatum, - ius legationis, - ius standi, - recognition, - responsibility. <ul style="list-style-type: none"> c) discussion on the process of delimitation of state borders: <ul style="list-style-type: none"> - treaties, - <i>uti possidetis</i> principle, - limits of state powers at sea. d) remarks on the duties of states towards their populations: <ul style="list-style-type: none"> - duty to protect, - duty not to interfere in private life, - good administration, - justice and law enforcement.
6. Other subjects of public international law	Week 6	Online	<p>Pre-class:</p> <ul style="list-style-type: none"> a) reading of the ICJ judgement in the <i>LaGrand</i> case or the ICJ judgement in <i>Barcelona Traction</i> case; b) self-check: writing a summary in form of bullet-points of one of those documents. <p>In-class:</p> <ul style="list-style-type: none"> a) discussion on the subjecthood of international organisations on examples of the OUN and the EU:

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			<ul style="list-style-type: none"> - differences between international organisations and states as subjects of PIL; - privileges and immunities. <p>b) collaborative reading of the art. 3 of 1949 Geneva Convention on the issue of protection of parties to non-international conflicts;</p> <p>c) presentation of the rights and duties of an individual or private entity in international law (based on prepared bullet-points).</p>
MIDTERM	Week 7	Online	Online test
7. Case study	Week 8	Online	<p>Team work 1.</p> <p>Pre-class:</p> <p>a) preparation of written pleadings (memorials) on behalf of the applicant or the respondent in a case before ICJ (mock-trial limited to written proceedings).</p> <p>In-class:</p> <p>b) presentation of memorials and responding to questions.</p>
8. Responsibility in public international law	Week 9	Online	<p>Pre-class:</p> <p>a) watching at least two videos from Audiovisual Library of International Law on the subject of responsibility in PIL (https://legal.un.org/avl/ls/states.html);</p> <p>b) self-check: an online quiz (Quizizz).</p> <p>In-class:</p> <p>a) collaborative reading of <i>Articles on the responsibility of States for internationally wrongful acts</i>;</p> <p>b) discussion on the role of the <i>Articles</i> and the perspective of their adoption in a binding form. The teacher makes a short introduction to every specific topic. Then, she asks questions to students, encouraging them to reflect critically on the presented issue, to come up with examples, process the issue, express their opinions or to ask their own questions. It may include asking students to enumerate pros and cons of a legal concept or a legal instrument, encouraging debate between students or expanding further on some issues. Examples of specific topics:</p> <ul style="list-style-type: none"> - <i>Articles</i> in peaceful settlement of international disputes, - <i>Articles</i> invoked by ICJ in motives for judgement, - would <i>Articles</i> become a treaty in the future?
9. Peaceful settlement of international disputes	Week 10-11	Online	<p>Pre-class:</p> <p>a) reading of the ICJ Statute and 1907 Convention for the pacific settlement of international disputes;</p> <p>b) team-work 2. Preparation of one exemplary case of settlement of an international dispute by one of following instruments: ICJ judgement, Permanent Court of Arbitration award, good offices or mediation.</p> <p>In-class:</p> <p>a) presentation of examples prepared by teams.</p>

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10. UN human rights protection system (a brief overview)	Week 12	Online	<p>Pre-class:</p> <p>a) reading of <i>The United Nations Human Rights Treaty System</i> (open-access publication of the Office of the High Commissioner for Human Rights);</p> <p>b) practical task 2. Preparation of bullet-points with argumentation on the selected by the student issue regarding UN human rights protection system.</p> <p>In-class:</p> <p>a) feedback on bullet-points prepared by students.</p>
11. Council of Europe human rights protection system	Week 13-14	Online	<p>Pre-class:</p> <p>a) interactive presentation and self-check – interactive presentation on Mentimeter, which includes the European Convention on Human Rights with 16 protocols and online quizzes.</p> <p>In-class:</p> <p>a) collaborative reading of the ECHR Rules of Court Title II Chapters I-VIII;</p> <p>b) discussion about the role of the European Court of Human Rights. The teacher makes a short introduction to every specific topic. Then, she asks questions to students, encouraging them to reflect critically on the presented issue, to come up with examples, process the issue, express their opinions or to ask their own questions. It may include asking students to enumerate pros and cons of a legal concept or a legal instrument, encouraging debate between students or expanding further on some issues. Examples of specific topics:</p> <ul style="list-style-type: none"> - international court deciding individual cases, - subsidiary jurisdiction, - enforcement of judgement, - ECHR judgements in domestic courts.
12. Application to the European Court of Human Rights	Week 15	Online	<p>Pre-class:</p> <p>a) practical task 3. Preparation of a draft of an application to ECHR;</p> <p>b) reading of <i>A Practical Guide on Admissibility Criteria 2022</i>.</p> <p>In class:</p> <p>a) feedback on applications prepared by students.</p>
EXAMINATION	Week 16	In person	Written essay.

Online video meetings will take place online at <http://indicate the address>

The dates for group work presentations:

Practical task 1. -

Practical task 2. –

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Practical task 3. -

Teamwork 1. -

Teamwork 2. -

During the course, you will have to perform 5 pre-class activities, and prepare 3 practical tasks and 2 team works in order to facilitate the progress. Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
3 practical tasks	5 % each	15 %
2 teamworks	10 % each	20 %
mid-term	15 %	15 %
exam	50 %	50 %
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Practical task 1. Presentations. Based on the Charter, presentation of: <ul style="list-style-type: none"> – main organs of the OUN (their role and procedure of voting), – rules of membership in OUN, – differences between binding and non-binding resolutions, – role of OUN in decolonisation, – specialised agencies (scope of competences), – rules regarding transparency of treaties, – hierarchy of norms (role of the art. 103 of the Charter) <p>(Each student prepares one presentation. Students need to</p>	<ul style="list-style-type: none"> - The subject of the presentation is correctly identified, - Relevant legal provisions are analysed, - The context is provided, - Current examples are provided, - Presentation is presented to the class in an engaging and creative manner. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	5 %



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divide work (the scope outline above) among themselves.)			
Practical task 2. Bullet-points with argumentation on the selected issue regarding UN human rights protection system (Each student prepares the paper (bullet-points with argumentation on the selected issue) separately and sends it to the teacher before class. Papers will be discussed later in class with the rest of students.)	<ul style="list-style-type: none"> - The problem and research questions are correctly identified, - Argumentation is coherent and logical, - Relevant legal provisions are analysed, - Some scholarly literature is correctly mentioned/cited, - Conclusions are drawn on the basis of provided argumentation and evidence. 	1 1 1 1 1	5 %
Practical task 3. Draft application to ECHR (Each student prepares draft application by filling in an official form. Then, they should send it to the teacher. They will be discussed in class with the rest of students.)	<ul style="list-style-type: none"> - Formal admissibility criteria are met (exemplary personal information, information about exhausting domestic remedies and compliance with time-limit are provided), - Merits of the case are provided (statement of facts), - Relevant violations of Convention are presented (statement of alleged violations). 	1 2 2	5%
Team work 1. Written pleadings on behalf of the applicant or the respondent in a case before ICJ (mock-trial) (Class is divided into two teams. Both teams receive from the teacher materials for preparation of their memorials (the same case, one group represent the applicant and the other the respondent) at least three weeks before presentation. In class memorials are presented: each side has 30 minutes for opening pleadings and 10 minutes for rebuttal.)	<ul style="list-style-type: none"> - Main issues of the case are correctly identified, - Argumentation on behalf of the party is logical, - Correct legal provisions are selected (most of them), - At least two relevant judgements are mentioned/cited, - Memorial is written in a coherent manner. 	2 2 2 2 2	10 %
Team-work 2. Presentation of one exemplary case of a settlement of an international dispute by: ICJ judgement, Permanent Court of	<ul style="list-style-type: none"> - The selected case is correctly classified, - Brief summary of the facts and proceedings in the case are presented, 	2 2 3	10%

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Arbitration award, good offices or mediation. (Class is divided into four teams. Students need to divide work between teams by themselves. Each team needs to select a relevant example of application of the assigned instrument and to prepare the presentation (including summary of facts and merits and influence the case had). Later, presentations are given by members of teams for the whole class).	<ul style="list-style-type: none"> - Presentation of the merits of the settlement is provided, - Influence of the case on other peaceful settlements of disputes is shown. 	3	
Mid-term (Test)	15 %	15 %	
Exam (Essay)	50 %	50 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

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University of Silesia in Katowice **The study guide for the course**

The science-fiction of GMO: pride and prejudice of the modern society

Teachers: Justyna Wróbel-Marek, Sławomir Borymski

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

The **learning outcomes** of the course: having successfully completed the course, you will be able to:

- define what GMO is
- identify pros of GMO
- identify cons of GMO
- recognize real-life examples of GMO
- select reliable sources about GMO to avoid misrepresentation of the scientific achievements
- explain ways in which GMO leads to a social transformation
- create a social campaign towards bringing awareness about GMO (on a small scale, i.e. social media channels)
- disseminate created GMO-related informational materials as a project that is presented by each student group during a short presentation

This course prepared using flipped classroom methodology, which means that it requires your preparation for each in-class meeting, which will be held online. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle/MS Teams. Flipped class methodology focuses on your learning of main concepts, ideas or basic, introductory information before the meeting, whereas in-class activities provide a deeper learning experience and enables for understanding of more complex concepts, topics and examples.

Learning material is prepared to develop individual learning skills by the student. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

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The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/ lectures	Activities/Assignments
<ul style="list-style-type: none"> The concept of GMO – definition and characteristics – a scientific outlook 	Week 1	<p>According to separate schedule <u>ONLINE MEETINGS</u></p> <p>(3 hrs)</p>	<p>Pre-class: Individual work on given and reviewed materials about the GMO. Students familiarize themselves with the provided materials.</p> <p>Concept: https://www.britannica.com/science/genetically-modified-organism</p> <p>The EU's GMO Concept: Analysis of the GMO Definition in EU Law in the Light of New Breeding Techniques (NBTs) https://heinonline.org/HOL/Page?handle=hein.journals/effl2018&id=20&collection=journals&index=</p> <p>GMO – what we know and where scientists disagree https://www.mdpi.com/2071-1050/10/5/1514</p> <p>From corgis to corn: A brief look at the long history of GMO technology https://tinyurl.com/2p9576rx</p> <p>GMO in crop production (database): https://www.isaaa.org/gmapprovaldatabase/cropslist/default.asp</p> <p>In-class: Students work in 4 groups, talk about the materials, collect crucial aspects of GMO and take notes for the discussion (45 min). The notes are saved in form of a table (Padlet) for each group. A group leader is selected to present all the collected bullet points (15 min) to other students. The results are used to create a mind-map (MindMup) leading to a proper GMO definition - defining GMO and common traits attributed to the GMO (20 min). Open discussion summarizing GMO definition and its characteristics (20 min).</p> <p>Students one by one present their short (several min. each) statements about the GMO based on their own knowledge and beliefs – for/against? Explain why. Each point is collected in Padlet (25 min).</p> <p>The results are saved and discussed (10 min).</p>



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<ul style="list-style-type: none"> GMO – public outlook and social transformation 	<p>Week 2</p>	<p>According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)</p>	<p>Pre-class: Students are provided with GMO-related content that reviews overall social outlook on the GMO. Students familiarize themselves with the provided materials.</p> <p>Attitudes toward genetically modified organisms in Poland: to GMO or not to GMO? https://link.springer.com/article/10.1007/s12571-016-0572-z OMG GMO! Parent-child conversations about genetically modified foods https://www.sciencedirect.com/science/article/pii/S0885201420300496</p> <p>Consumer Perception of Genetically Modified Organisms and Sources of Information https://academic.oup.com/advances/article/6/6/842/4555145?login=false</p> <p>An Examination of Millennials’ Attitudes toward Genetically Modified Organism (GMO) Foods: Is it Franken-Food or Super-Food? https://tinyurl.com/2fzthnnp</p> <p>GMOs, safety concerns and international trade: developing countries’ perspective https://tinyurl.com/35kctabc</p> <p>Documentary - The future of the global food supply at risk: https://www.youtube.com/watch?v=3IgAe2bdoAc</p> <p>In-class: Students are divided into several groups. In groups students discuss and confront feedback from the society with previously reviewed materials about the GMO and fish out crucial pieces of information. How societies are or can be affected/transformed by the GMO?</p> <p>Groups identify general benefits and risk that people associate with the GMO. For each group, a group leader is selected to combine major bullet points (45 min).</p> <p>For each group, bullet points are saved in form of a table (Padlet) (10 min).</p> <p>Based on the gathered information, during a common discussion students identify reasons why GMO is such a differentiating topic when it comes to public outlook, what makes it controversial (40 min). The major points are gathered and measured through MentiMeter.</p>
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			<p>The results are saved, discussed and compared with the individual statements provided by students during previous classes (25 min).</p> <p>Can we avoid GMO? Closing remarks (15 min).</p>
<ul style="list-style-type: none"> GMO - education through social campaign (part 1) Pre-requisites for a good social campaign 	Week 3	<p>According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)</p>	<p>Pre-class: Students review various social media campaigns and publications, based on provided examples:</p> <p>Some Touches Never Leave: Powerful Campaign Against Child Abuse https://tinyurl.com/4h3ujafu</p> <p>A viral campaign recruits lemons against breast cancer https://tinyurl.com/a4t45ax3</p> <p>Violence at Home Signal for Help: https://tinyurl.com/2s334psb</p> <p>Patrol Police of Ukraine: Don't drink and drive https://tinyurl.com/y4snv2d6</p> <p>A social media program to increase adolescent seat belt use https://onlinelibrary.wiley.com/doi/10.1111/phn.12342</p> <p>Cancer and social media: a comparison of traffic about breast cancer, prostate cancer, and other reproductive cancers on Twitter and Instagram https://tinyurl.com/2za9vect</p> <p>Social media campaigns that make a difference: what can public health learn from the corporate sector and other social change marketers? https://pdfs.semanticscholar.org/5b1a/b73ee62c85d48e858c2e06ff3faceebfd7e1.pdf</p> <p>Can Social Media Campaigns Backfire? Exploring Consumers' Attitudes and Word-of-Mouth Toward Four Social Media Campaigns and Its Implications on Consumer-Campaign Identification https://www.tandfonline.com/doi/pdf/10.1080/10496491.2017.1323259?needAccess=true</p> <p>In-class: in a free discussion students exchange examples of successful social-media campaigns (20 min). Students vote for the most approachable campaign (MentiMeter) (10 min).</p> <p>Based on reviewed campaigns, in smaller groups, students identify pre-requisites and elements necessary for a successful social-media campaign and produce mind maps (MindMup), which are then discussed with the rest of the class (groups present mind maps one, by one) (40 min).</p> <p>Discussion about bias in the scope of social media: https://www.britannica.com/topic/bias-attitude</p>

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			https://www.britannica.com/science/confirmation-bias Bias examples based on various social movements – students exchange their own experiences based on various social aspects (30 min). How to prevent bias – open discussion (20 min). Students are divided into project groups. Each group starts working on a social campaign and present the underlying campaign structure in form of a PowerPoint presentation (25 min).
<ul style="list-style-type: none"> Preparation of the project 	Week 4	According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)	Pre-class: Students work in groups on stems for final project presentation. In-class: In project groups students exchange ideas, make discussions, create and select stems (graphics, text) for the presentation under supervision from the teacher to fight any emerging difficulties (3 h).
<ul style="list-style-type: none"> Project presentation (FINAL EVALUATION) 	Week 5	According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)	Pre-class: Students finalize their presentations, before final evaluation. In-class: Students from each group present their work in form of a PowerPoint presentation in front of the class (105 min). All project presentations are discussed and students are given marks for their project (30 min).

Online video meetings will take place online at <http://indicate the address>

The dates for group work presentation:

EVALUATION:

During the course, you will have to perform 5 pre-class activities, and prepare 2 practical tasks (PowerPoint presentations), additionally the active participation in discussions and attendance will be marked, as a weighted average.

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
Teamwork (project presentation)	60	60
Active participation in the classes (mind maps, discussions, voting).	30	30
Attendance	10	10
Total:	100 %	

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Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Teamwork (project presentation)	- Content	20	60 %
	- Visualization	15	
	- Presenter	15	
	- Answers to provided questions during a discussion	10	
Active participation in the classes (mind maps, tables, discussions, voting).	- mind map (1 points each)	2	30 %
	- discussion (2 points for each)	18	
	- Menti-Meter activities	2	
	- Padlet (1 points each)	3	
	- PowerPoint presentation of campaign structure	5	
Attendance	5 classes, 2 points each	10	10 %
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

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University of Silesia in Katowice
The study guide for the course

Advancements in life sciences as drivers of social transformation

Teachers: Justyna Wróbel-Marek, Sławomir Borymski

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

The **learning outcomes** of the course: having successfully completed the course, you will be able to:

- define what “advancement” is
- define what “life sciences” are
- discuss the meaning of advancements in the context of society
- identify pros and cons of advancements in life sciences
- recognize important milestones in life sciences
- Structure and present vital information from source videos and publications
- explain ways in which life sciences lead to a social transformation
- present results in a form of report.

This course prepared using flipped classroom methodology, which means that it requires your preparation for each in-class meeting, which will be held online. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focuses on your learning of main concepts, ideas or basic, introductory information before the meeting, whereas in-class activities provide a deeper learning experience and enables for understanding of more complex concepts, topics and examples.

Learning material is prepared to develop individual learning skills by the student. It consists of:

- ✓ literature or videoclips for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

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The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
1. The concept of “advancement” – definition, characteristics and its meaning in the context of society (part 1)	Week 1	According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)	<p>Pre-class:</p> <p>Students are divided into three groups. Each group watches only one videoclip. Students work on given and reviewed materials (take notes etc.). Online source for pre-class – BBC series “Connections”:</p> <ol style="list-style-type: none"> 1. „Death in the morning” (Group nr 1) https://www.youtube.com/watch?v=1NqRbBvujHY&list=PL5HjoPOFFFC56enV6cW1zqRvXyY6pNm8cq&index=2 • „Distant voices” (Group nr 2) https://www.youtube.com/watch?v=eCp8h9RkaSw&list=PL5HjoPOFFFC56enV6cW1zqRvXyY6pNm8cq&index=3 • „Faith in numbers” (Group nr 3) https://www.youtube.com/watch?v=z6yL0_sDnX0&list=PL5HjoPOFFFC56enV6cW1zqRvXyY6pNm8cq&index=4 <p>In-class:</p> <p>Students in groups (in private rooms on Teams) discuss the materials and sum up in the form of a mind map to build a connection map between advancements and societal development (90 min).</p> <p>Questions for discussion in groups:</p> <ol style="list-style-type: none"> 1. What is “advancement”? 2. How have advancements in science or technology changed society? (Give 3-4 examples) <p>Collective discussion about the meaning of advancements in the context of society. Students write their ideas in MentiMeter and discuss them (30 min).</p> <p>Closing remarks (15 min).</p>
2. The concept of “advancement” – definition, characteristics and its meaning in the context of society (part 2)	Week 2	According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)	<p>Pre-class:</p> <p>Students work in 3 groups and prepare a list of the top 5 most impactful advancements from the assigned at the previous classes videoclips and prepare PowerPoint presentation.</p> <p>In-class:</p> <p>Students give presentation about the 5 most impactful advancements – explain why those 5 and provide their role in societal development and transformation (40 min. total).</p> <p>After all presentation student discuss what makes the advancement meaningful from technological and sociological point of view (common discussion - 30 min.). After that students vote for their top picks from the presented list (MentiMeter – 10 min.). Closing discussion for presentations and MentiMeter results (10 min).</p>



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			<p>Students identify and vote for current, state of the art advancements (MentiMeter).</p> <p>Based on the top 5 results from Menti, students in a common discussion recognise possible positive and negative outcomes of those advancements for the future of modern societies (25 min).</p> <p>Closing discussion part 1 and part 2 of the concept of “advancement” – definition, characteristics and its meaning in the context of society, remarks and observations (20 min).</p>
3. Life sciences – what are they? What is biotechnology?	Week 3	According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)	<p>Pre-class:</p> <p>What is life science – a dictionary definition: https://www.britannica.com/dictionary/life-science Life Sciences and Related Fields: chapter 1.4 (pp 20-23); chapter 2.1 (pp 25 – 49)</p> <p>Biotechnology as a base and a workhorse for life sciences</p> <ol style="list-style-type: none"> 1. Introduction to pharmaceutical biotechnology – volume 1, chapter 1 (pp 1 – 47)(Saurabh Bhatia) https://iopscience.iop.org/book/mono/978-0-7503-1299-8/chapter/bk978-0-7503-1299-8ch1.pdf 2. The Economic and social dynamics of biotechnology – volume 21, Economics of Science, Technology and Innovation: Chapter 4, Biotechnology: Scientific Progress and Social Progress (pp 53-70) (John de la Mothe, Jorge Niosi, Springer, 2000), Chapter 13: pp 205 – 214, Chapter 14: pp 215 – 225 https://link.springer.com/content/pdf/10.1007/978-1-4615-4323-7.pdf <p>In-class:</p> <p>Pre-test: provide definition for specific and recurring terms and scientific names connected with life sciences and biotechnology (quiz – quizziz/MS forms) (15 min).</p> <p>Teacher discusses with students all the unclear terminology (10 min).</p> <p>Students are divided into 4 groups. In groups students collect, exchange and analyze all the information they consumed during pre-class activities (15 min) - work in separate Teams rooms.</p> <p>Student groups present their outcomes (short presentation - 5 min for each team group (20 min in total).</p> <p>Common supervised discussion what life sciences and biotechnology are (20 min).</p> <p>All groups work in collaboration to prepare a summary in the form of a collective collage (Padlet) - including all the major branches and directions of life sciences/biotechnology (mind map: text, photographs and schematic diagrams, connection maps) (30 min).</p>

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			<p>Students identify possible benefits and risks that come from achievements in life sciences that affect society in various ways (20 min).</p> <p>Post-test, closing discussion, final remarks, (15 min).</p>
<p>4. Examples of life sciences advancements that are drivers for social transformation</p>	<p>Week 4</p>	<p>According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)</p>	<p>Pre-class: Students work in 3 groups on assigned topics related to novel directions in life sciences, as possible drivers for social transformation/discussion/controversion (each group is given one topic):</p> <ol style="list-style-type: none"> <p>In-vitro cultures (in-vitro artificial meat production, plant-based novel food sources, enhanced plant breeding, human fertility) Bringing cultured meat to market: Technical, socio-political, and regulatory challenges in cellular agriculture https://tinyurl.com/mrx65aj2 Is in vitro meat the solution for the future? https://tinyurl.com/2p9fnjz5 In vitro meat production: Challenges and benefits over conventional meat production https://tinyurl.com/m5335vfd Making meat, better: the metaphors of plant-based and cell-based meat innovation https://www.tandfonline.com/doi/pdf/10.1080/17524032.2020.1725085?needAccess=true Advances in engineering human tissue models https://www.frontiersin.org/articles/10.3389/fbioe.2020.620962/full A review on plant tissue culture, a technique for propagation and conservation of endangered plant species https://tinyurl.com/mr32svkf In-vitro plant propagation – a review https://koreascience.kr/article/JAKO201122350102027.pdf</p> <p>GMO and gene editing (genetic modifications in organisms and living systems): GMO database for crops: https://www.isaaa.org/gmapprovaldatabase/eventslist/default.asp CRISPR cautions: biosecurity implications of gene editing https://www.centerforhealthsecurity.org/our-work/pubs_archive/pubs-pdfs/2020/200218-CRISPR-Cautions.pdf Democratizing CRISPR? Stories, practices, and politics of science and governance on the agricultural gene editing frontier https://tinyurl.com/y4bcs87c Emerging opportunities for synthetic biology in agriculture https://www.mdpi.com/2073-4425/9/7/341 Entering the Modern Era of Gene Therapy http://medicinainterna.net.pe/sites/default/files/Terapia%20gen%C3%A9tica.pdf GMO Medicines and hospital pharmacy practice: a review https://tinyurl.com/56nx3fbe</p> <p>Nanotechnology in food production and medicine (nanostimulants, nanocarriers and nanopesticides) Nanoscale Drug Delivery Systems: From Medicine to Agriculture https://www.frontiersin.org/articles/10.3389/fbioe.2020.00079/full Application of nanotechnology in agriculture https://tinyurl.com/5cyun4xb Societal implications of nanoscience and nanotechnology https://link.springer.com/content/pdf/10.1007/s11051-004-2336-</p>

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			<p>5.pdf Nanotechnology: An Elixir to Life Sciences https://www.preprints.org/manuscript/201902.0235/download/final_file Biotechnology, nanotechnology and medicine https://tinyurl.com/46cwbhp4</p> <p>In-class: Students in groups (in private rooms on Teams) discuss the materials and sum up in bullet points major highlights for in-vitro technologies, GMO and nanotechnology in terms of advancements and measurable outcomes for the society and the way it can be transformed by them (30 min).</p> <p>Using a jigsaw approach, the students are mixed into new groups comprised by participants of each pre-class group – as experts dedicated to in-vitro, GMO and nanotechnology. The experts share knowledge from each of the 3 fields and take notes (40 minutes).</p> <p>One student from each jigsaw group is selected to present the consensus knowledge on the aforementioned 3 scientific directions in life sciences (15 min).</p> <p>The presented notes are discussed and scrutinized based on the collective knowledge of all the classes participants (10 min).</p> <p>Individual task for the students: What are other state-of the art directions in life sciences? Students look-up internet resources for possible answers (using google.scholar domain) 25 min.</p> <p>Menti-meter – results from individual work of students. The top 5 are discussed in detail taking into account their pros and possible cons for the society (15 min).</p>
5. Summary and conclusions FINAL EVALUATION	Week 5	According to separate schedule <u>ONLINE MEETINGS</u> (3 hrs)	<p>Pre-class: Individual revision of all the presented, collected and created materials.</p> <p>In-class: Using the collected knowledge, students in a common discussion identify major benefits and risks for the foreseeable future in Western countries (30 min).</p> <p>Having established the major pros and threats students are divided into 4 groups, which represent fictional political parties that work as independent committees to establish legislation projects towards novel life sciences techniques – what are the prerequisites for safe implementation of current and future techniques to mitigate negative social effects. Possible aspects:</p> <ul style="list-style-type: none"> - Introduction to the market - Legality - Ethics - Cost - Labour

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			<p>The results are presented in form of an official report (20 min for each party – 80 min total).</p> <p>All the representatives from all the groups vote for or against presented projects for life science tech legislation. After the voting, each student explains his/her decision (15 min total).</p> <p>Final conclusions and remarks (10 min).</p>
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Online video meetings will take place online at <http://indicate the address>

The dates for group work presentation:

EVALUATION:

During the course, you will have to perform 5 pre-class activities, and prepare 3 practical tasks (PowerPoint presentations and the report), additionally the active participation in discussions and attendance will be marked, as a weighted average.

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
Teamwork (presentation) x 3	15	45
Post-test	5	5
Report	30	30
Active participation in the classes (mind maps, discussions, voting).	10	10
Attendance	10	10
Total:	100 %	

Assignment criteria and weights

Assignment	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Teamwork (presentation)	<ul style="list-style-type: none"> - Content - Visualization - Presenter - Answers to provided questions 	7 2 4 2	15 %
Post-test	5 questions, 1 point each	5	5%
Report	<ul style="list-style-type: none"> - Content (were all possible aspects considered) - Explanation (convincing or not) - Presenter 	15 10 5	30 %
Active participation in the classes (mind maps, discussions, voting).	<ul style="list-style-type: none"> - mind map (1 point each) - discussion (0.5 point for each) - Menti-Meter activities (0.5 point each) - Padlet 	2 5 2 1	10 %
Attendance	5 meetings, 2 points for attendance on each	10	10 %
Total:	100 %		

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Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle/Teams, please register in Moodle/Teams scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

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T4E track scenarios from the Sofia University St. Kliment Ohridski

Sofia University St. Kliment Ohridski

The study guide for the course

The Historical Geography of The Medieval World

Teacher: Desislava Vladimirova, assistant professor, Sofia University, Faculty of History, Department of Ancient History, Thracian Studies and Medieval History

Link: https://www.uni-sofia.bg/index.php/eng/the_university/faculties/faculty_of_history/academic_staff/desislava_vladimirova_phd_medieval_history

Dear students, the course is aimed at acquiring knowledge of the historical geography of the Medieval world. For a better understanding of the world perceptions in the Medieval times we will discuss historical texts and medieval maps included information for the Balkan peninsula, the Mediterranean region and the Holly lands. The main focus is on the Balkan peninsula and the medieval Bulgarian lands.

This guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- Define main terms related to Medieval historical geography;
- Identify macro-toponyms, toponyms, hydronyms, oronyms;
- Identify basic approaches of the medieval geographical descriptions;
- Select information from historical sources and medieval maps;
- Interpret and compare medieval information in combination with GIS tools;
- Create data visualizations, GIS models of a Medieval road or road network;
- Share your research (course project) with the other participants in the course

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This course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ Literature for pre-class and in-class studies;
- ✓ Descriptions of pre- and in-class activities;
- ✓ Records of presentations and online consultations in virtual learning environment;
- ✓ Practical tasks;
- ✓ Real time chat, discussion forums;
- ✓ Additional interesting and useful literature.

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
• Introduction on the course and flipped class	Week 1	Oct. 5 (F2F)	Introduction
• Sources for the historical geography of the Middle Ages.	Week 2	<u>Oct. 12</u> <u>19.00 – 20:30 CET</u> (F2F)	Pre-class (Preparation for the meeting): Read pp. 9-28 Gagova K. 2002 (pdf in moodle) and make notes on five toponyms of your choice. In-class: 1. Discussion on the students texts; 2. Lecture; 3. Discussion in groups on the lecture.



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<ul style="list-style-type: none"> • The Balkan Peninsula in Christian medieval cartography (T-O maps and portolans) 	Week 3	<p>Oct. 19 <u>19.00 – 20:30 hour</u> <u>CET</u> (online)</p>	<p>Pre-class: Watch the videos</p> <ol style="list-style-type: none"> 1. The Hereford Mappa Mundi c.1300 https://www.youtube.com/watch?v=Ndijfk-ayuI 2. Portolan atlas https://www.youtube.com/watch?v=0h1nr6FCBLE <p>And match the differences between Mappa Mundi and the portolans (text 1 page)</p> <p>In-class: 1. Discussion in groups 2. Lecture</p>
4. The Islamic Medieval Geographers for the Balkans.	Week 4 - 5	<p>Oct. 26 <u>19.00 – 20:30 hour</u> <u>CET</u></p> <p>Nov. 2 <u>19.00 – 20:30 hour</u> <u>CET</u></p>	<p>Pre-class: reading on: Nedkov, B. 1960 (pdf in moodle) and answer the questions:</p> <ol style="list-style-type: none"> 1. How did the medieval Arabic geographer al-Idrisi describe the Balkans? 2. Can we find economic and social data? 3. Why there are differences between the text and the maps in Idrisi's book? 4. Can we find modern methods for verification of the unlocalised toponyms? <p>In-class: Discussion on the questions;</p> <p>Pre-class: Watch the video https://www.youtube.com/watch?v=fgUe5gUIeF4&list=PLMMT6JPEQdLrtyt7FaJyj01quZmUkjBXb</p> <p>In-class: Thematical lecture and discussion</p>
5. Islamic Cartography	Week 6 – 7	<p>Nov. 9 <u>19.00 – 20:30 hour</u> <u>CET</u></p>	<p>Pre-class: <i>Practical task</i> Prepare a group presentation: Group 1 Introduction to the Islamic Maps - The Beginnings of a Cartographic Tradition</p> <p>Group 2 Mapping the Mediterranean World in Medieval Islamic Cartography</p> <p>In-class: 1. Discussion on the presentations. 2. Lecture</p> <p>Pre-class: reading on</p>

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		<u>Nov. 16</u> <u>19.00 –</u> <u>20:30 hour</u> <u>CET</u>	Butlin, R. A., Dodgshon, R. A. A Historical Geography of Europe. Oxford 1998 In-class: Thematical lecture and discussion
MIDTERM	Week 8	<u>Nov. 23</u> <u>19.00 –</u> <u>20:30 hour</u> <u>CET</u>	ONLINE TEST IN MOODLE (On topics 1-5)
6. Settlement systems in the Balkans during the Middle Ages – spatial orientation, specifics of geographical descriptions.	Week 9	<u>Nov. 30</u> <u>19.00 –</u> <u>20:30 hour</u> <u>CET</u>	Pre-class: reading on: Kenderova. St. Beshevliev, B. (pdf in moodle) and selfcheck test in Moodle In-class: Lecture and discussion
7. Road networks in the Balkans during the Middle Ages.	Week 10 - 12	<u>Dec. 7</u> <u>19.00 –</u> <u>20:30 hour</u> <u>CET</u> <u>Dec. 14</u> <u>19.00 –</u> <u>20:30 hour</u> <u>CET</u>	Pre-class: video on https://www.youtube.com/watch?v=JImvr_30Scs selfcheck test in Moodle In-class: Collaborative document activity in groups on settlement systems and road networks in the Balkans during the Middle Ages Pre-class: reading on <i>Norris H. Ibn Battuta's Journey in the North-Eastern Balkans. In: Journal of Islamic Studies, July 1994, Vol. 5, No. 2, pp. 209-220</i> In-class: Activity in groups – a competition <i>Medieval travelers and medieval toponyms – how to interpret the information?</i>
8 Economic information from the medieval descriptions	13 week	<u>Dec. 21</u> <u>19.00 –</u> <u>20:30 hour</u> <u>CET</u>	Pre-class: <i>Teamwork – Part 1.:</i> Team 1 How the historical geography can help in studying the medieval trade? Team 2 How the historical geography can help in studying the social environment? In-class: Discussion on the presentations.

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<ul style="list-style-type: none"> Medieval descriptions and modern GIS - opportunities for synthesis and analysis of information 	14 week	<u>Jan. 4</u> <u>19.00 – 20:30 hour CET</u> <u>(online)</u>	<p>Pre-class: reading on Gregory, Ian N., Ell, Paul S. <i>Historical GIS. Technologies, Methodologies and Scholarship</i>. Cambridge University Press 2007. Write 3 questions</p> <p>In-class: GIS software and apps and how to use them in a mediévistic research (Lecture) Discussion on the lecture and the book</p>
<ul style="list-style-type: none"> GIS modelling based on medieval source data 	15 week	<u>Jan. 11</u> <u>19.00 – 20:30 hour CET</u>	<p>Pre-class: <i>Teamwork – Part 2.:</i> Team 1: Make a map of a medieval settlement network, using the app Google My Maps. Team 2: Make a map of a medieval road network, using the app Google My Maps.</p> <p>In-class: Presentations and discussion on the teamwork</p>
EXAMINATION	DATE	<u>Jan. 17</u> <u>15.00 – till the end of the projects</u>	COURSE PROJECTS PRESENTATION

Online video meetings will take place at:

Desislava Vladimirova's Personal Meeting Room

Join Zoom Meeting

<https://us02web.zoom.us/j/6560574918?pwd=SFhrME1JQnBQL2lXUWprZzJicTJVZz09>

Meeting ID: 656 057 4918

Passcode: 166938

The dates for group work presentation:

Practical task 1 (group work). Nov. 9 19.00 – Group 1; Nov. 16 19.00 – Group 2

Teamwork – Part 1. Dec. 21 19.00 – 20:30 hour CET

Teamwork – Part 2. Jan. 11 19.00 – 20:30 hour CET

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During the course, you will have to perform 12 pre-class activities, and prepare 3 practical tasks, including 1 teamwork, which will be split into 2 parts in order to facilitate the progress. Also, will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
Practical task	10 %	10%
Teamwork	10% each	20%
Mid-term	20%	20%
Exam	50%	50%
Total:	100 %	

Assignment criteria and weights

Assignment	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Practical task 1 (group work). Islamic Cartography	<ul style="list-style-type: none"> - The presentation includes an introduction, a main part and a conclusion - It is clear how each participant contributed to the presentation - The presentation has a scientific potential and includes different points of view - The pictures, the maps and the text are synchronized. 	<p>1</p> <p>2</p> <p>5</p> <p>2</p>	10 %
Teamwork – Part 1. Economic information from the medieval descriptions	<ul style="list-style-type: none"> - Each group member participates in the teamwork - Group establishes a collaborative document for development of joint presentation - The presentation is uploaded in the platform on time - Team’s presentation includes scientific background; pictures; maps; interpretations; conclusions 	<p>3</p> <p>2</p> <p>2</p> <p>3</p>	10 %
Teamwork – Part 1. Economic information from the medieval descriptions GIS modelling based on medieval source data	<ul style="list-style-type: none"> - Each group member participates in the teamwork - Group establishes a collaborative document for development of joint presentation - The presentation is uploaded in the platform on time - Team’s presentation includes scientific background; pictures; maps; interpretations; conclusions 	<p>3</p> <p>2</p> <p>2</p> <p>3</p>	10 %
Mid-term	20 %	20 %	

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Exam	50 %	50 %	
Total:	100 %		

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Additional literature:

1. **Ferg, Erica.** Geography, Religion, Gods, and Saints in the Eastern Mediterranean. Routledge, 2020
2. **Gregory, Ian N., Ell, Paul S.** Historical GIS. Technologies, Methodologies and Scholarship. Cambridge University Press 2007.
3. **Harley J. B., Woodward, D.** The History of Cartography: Cartography in Prehistoric, Ancient and Medieval Europe and the Mediterranean, Vol. 1, University of Chicago Press, 1987
4. **Martin, Geoffrey J.** All Possible Worlds: A History of Geographical Ideas. Oxford University Press, 2005
5. **Virtual Mappa.** Digital Editions of Medieval Maps of the World:
<https://sims2.digitalmappa.org/36>

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Sofia University St. Kliment Ohridski

The study guide for the course

The war in medieval Europe and the Mediterranean

Teacher: **Nikola Dyulgerov**, assistant professor, Sofia University, Faculty of History, Department of Ancient History, Thracian Studies and Medieval History

Link: https://www.uni-sofia.bg/index.php/eng/the_university/faculties/faculty_of_history/academic_staff/assist_prof_nikola_dulgerov_phd_medi

Dear students, the course is aimed at acquiring knowledge of the main aspects in the development of warfare in the Middle Ages in Europe and the Mediterranean. For a better understanding of the types of weapons, fortress construction, combat tactics and different military contingents we will discuss historical sources, texts, maps, contemporary 3d animations and movies. The course focuses on the traditional warfare of the medieval nations and changes in it, as a result of various social, geographical, economic, political and ideological conditions. Attention is paid to the ideological preparation and the consequences of war in medieval Europe.

This guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- Know and recognize the development of warfare and its implications for Western Europe and the Mediterranean during the Middle Ages.
- Identify different types of weapons, fortress construction and combat tactics.
- Describe the traditional warfare of the medieval nations.
- Select information from historical texts, archaeological sources and medieval maps.
- Identify and explain the changes in medieval warfare.
- Explain the impact of social, geographical, economic, political and ideological conditions for the medieval warfare

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- Interpret and compare different medieval warfare tactics.
- Share your research (course project) with the other participants in the course.

This course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ Literature for pre-class and in-class studies;
- ✓ Descriptions of pre- and in-class activities;
- ✓ Records of presentations and online consultations in virtual learning environment;
- ✓ Practical tasks;
- ✓ Real time chat, discussion forums;
- ✓ Additional interesting and useful literature.

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
1. Introduction on the course and flipped class	Week 1	Oct. 7 (F2F)	Introduction : In-Class activities: Presentation on flipped classroom methodology and introduction to study guide

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2. Sources for the medieval warfare	Week 2	<u>Oct. 14</u> (F2F)	Pre-class activities: (Preparation for the meeting): Reading texts (pdf in Moodle) and making notes on different types historical and archaeological sources. In-class: <ul style="list-style-type: none"> • Lecture • Discussion on the student texts; • Discussion in groups on the lecture.
3. Army and warfare in the Late Roman Empire	Week 3	<u>Oct. 21</u>	Pre-class: 1. Watching the videos (Roman Military Technology and Tactics - Bing video) 2. Watching 3d animation on Roman equipment in Mozaweb site In-class: 1. Discussion in groups 3. Lecture After-class: 1. Creating Power Point presentation for Roman army (battle tactics, equipment, war machines, weapons...)
4. Warfare in "barbaric" kingdoms	Week 4	<u>Oct. 28</u>	Pre-class activities: - Reading on monography (Ivanov, I. 2008) (pdf in Moodle) In-class activities: - Watch and discuss the PP presentation on Roman army - Discussion on the monography for barbaric warfare - Making comparison between barbaric and roman warfare
5. Vikings	Week 5	<u>Nov. 4</u>	Pre-class activities: Reading on monography Short, W. 2009. Viking Weapons and Combat Techniques.
6. Magyars	Week 6	<u>Nov. 11</u>	Pre-class activities: - Reading on Fagnen, C. 2005. Armément médiéval (pdf on Moodle) In-class: - watching 3d animation on Mozaweb for Magyar's warfare and discussing - Making comparison between nomadic (steppe) warfare and no nomadic warfare
7. Warfare in Byzantium	Week 7	<u>Nov. 18</u>	Pre-class activities: - Watching video on The Byzantine Army, Dark To Golden Age - Bing video In-class: game – Explaining different types of a warfare (Roman, medieval byzantine, Viking, Magyar)

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8. Test	Week 8	<u>Dec. 2</u>	ONLINE TEST IN MOODLE (On topics 2-7)
4. Knighthood and Warfare in the crusader states	Week 9	<u>Dec. 9</u>	Pre-class activities: - Reading on Contamine, Ph. War in the Middle Ages. Oxford, 1984. - Practical task - Preparing a group presentation: Group 1 Introduction to the Knighthood Group 2 Introduction to the Islamic warfare Group 3 Introduction to the military orders In-class: 1. Discussion on the presentations
10. Protective clothing and arms and offensive weapons	Week 10	<u>Dec. 16</u>	Pre-class activities: - Watching video and 3d presentations on Mozaweb In-class: - Discussion on presentations After-class activities: - Creating PP presentations on different types of armament
11. Castles, fortresses and siege equipment	Week 11	<u>Dec. 23</u>	Pre-class activities: - video and readings of Topic 11 (pdf on Moodle) - Preparing of individual PP presentation or group 3d animation In class activities - Discussing on presentations
12. Sea warfare in XII-XV century	Week 12	<u>Jan. 6</u>	Pre-class activities: - Reading on Medieval Ships (naval-encyclopedia.com) - Watching video on Mozaweb - Write 3 themes (on different types of ships) In-class: - Discussion and games with 3d models
13 and 14 EXAMINATION	DATE	<u>Jan. 13</u> <u>Jan. 20</u>	COURSE PROJECTS PRESENTATION

Online video meetings will take place at:

Nikola Dyulgerov's Personal Meeting Room (Webex)

<https://meetingsemea35.webex.com/meet/pr1750222021>

Meeting ID: 343 247 4868

Passcode: 7863938

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During the course, you will have to perform 11 pre-class activities, and prepare 3 practical tasks, including 2 teamwork. Also, will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
Practical task	10 %	10%
Teamwork	10% each	20%
Mid-term	20%	20%
Exam	50%	50%
Total:	100 %	

Assignment criteria and weights

Assignment	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Individual Presentation	<ul style="list-style-type: none"> - Content - Visualization - Presenter - Answers to provided questions 	4 2 2 2	10 %
Teamwork	<ul style="list-style-type: none"> - Each group member participates in the teamwork - Group establishes a collaborative document for development of joint presentation - The presentation is uploaded in the platform on time - Team's presentation includes scientific background; pictures; maps; interpretations; conclusions 	3 2 2 3	10 %
Teamwork – Part 2.	<ul style="list-style-type: none"> - Each group member participates in the teamwork - Group establishes a collaborative document for development of joint presentation - The presentation is uploaded in the platform on time - Team's presentation includes scientific background; pictures; maps; interpretations; conclusions 	3 2 2 3	10 %
Mid-term	20 %	20 %	
Exam	50 %	50 %	
Total:	100 %		

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Additional literature:

- Колиас, Т.** Византийски оръжия. Велико Търново, 2012
- Разин, Е. А.** История военного искусства (в 3 т.), Т.2, Санкт-Петербург, 1999.
- Creveld, M. V.** Technology and War: From 2000 BC to present, 1989.
- France, J.** Western Warfare in the Age of the Crusades, 1000–1300. London
- Keen, M.** Medieval Warfare: A History. Oxford, 1999.
- Lebedynsky, I.** Armes et guerriers barbares au temps des grandes invasions : IVe au VIe
- Nicholson, H.** Medieval Warfare. New York, 2004.
- Oman, Ch.; Chadwick, W.** A history of the art of war in the Middle Ages. London, 1998.
- Parker, G.** The Military Revolution: Military innovation and the Rise of The West, 1988.

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Sofia University St. Kliment Ohridski

The study guide for the course

History of Medieval Bulgaria

Code: ZE15

Teacher: Chief. Assis. Yavor Mitov, PhD

More information (<https://clio.uni-sofia.bg/teacher/gl-as-d-r-yavor-mitov/>)

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- Work with different sources regarding aspects of the Bulgarian medieval history
- Use variable databases on Bulgarian and International sites
- Analyse ancient historical texts
- reconstruct different historical events regarding the topic on behalf of the ancient medieval texts
- Acquire confidence in writing scientific and popular articles and papers about the topic

Second, this course (or topics x-y) are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion.
- ✓ additional interesting and useful literature.

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The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			
1. Bulgarian Medieval Historiography	Week 1	According to the schedule F2F or online	Pre-class activities: 1. Task intro 1. Before the lecture.. 2. Task intro 2: Self-Assessment. Reading an article regarding the topic In-class activities: - discussion on provided questions;
2. Sources about the Bulgarian Medieval History	Week 2	According to the schedule F2F or online	Pre-class: introduction to different corpuses or collections of medieval texts regarding the period (pre-uploaded in Moodle) In-class: active discussion on provided questions Work with provided in situ rare editions
3. Protobulgarians and Slavs during the Migration period	Week 3	According to the schedule F2F or online	Pre-class: reading on uploaded literature and sources. Organizing in two groups and presenting the different migration processes of the two tribes In-class: Presenting in PowerPoint in two groups. The other group listen and ask question to the presenting one. (Then change places)
4. The early Medieval Bulgarian Khanate (680–796)	Week 4	According to the schedule F2F or online	Pre-class: reading on uploaded literature and sources. Moodle self-assessment test of the topic with closed and open questions In-class: Discussion on the different aspects of the topic Discussion on the questions of the Moodle test.
MIDTERM	Week 5	F2F	Preparing paper on chosen topic and presenting it before the course The course and teacher asking follow-up questions (small discussions)
6. The state of “The Many Bulgarians”	Week 6	According to the schedule F2F or online	Pre-class: reading on uploaded literature and sources. Organizing on 3 teams and searching recourses in the University Library

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			In-class: Presenting the found and read literature - sharing 3 suggestions
7. The Early Medieval Bulgarian Tsardom – Between the Christianity and Pagan statesmanship tradition	Week 7	According to the schedule F2F or online	Pre-class: reading on uploaded literature and sources. In-class: Discussion of the different aspects of the topic
8 The Second Bulgarian State in the Medieval	Week 8	According to the schedule F2F or online	Pre-class: Video and readings of the topic In-class: Game integrating course Knowledge via Quiz
9 Bulgaria in 14 century – foreign political factors	Week 9	According to the schedule F2F or online	Pre-class: reading on uploaded literature and sources. In-class: Discussion of the different aspects of the topic
10 The Ottoman conquest over the Bulgarian lands	Week 10	According to the schedule F2F or online	
EXAMINATION	SPECIFIC DATE	F2F	ORAL Two questions from the course are presented by the student in verbal form. There is time to prepare the answers, sketching them on paper allowed

Online video meetings will take place online at [Moodle specified link](#)

During the course, you will have to perform **10** pre-class activities, and prepare **2** practical tasks (online test and questionnaire), including **2** team works (grouping by interests on 2 or 3 teams) to facilitate the progress. Then you will have to pass mid-term with paper on specific topic and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 Acquiring knowledge tasks	5 % each	10 %
2 teamwork	10 %	20 %
mid-term	20 %	20 %
exam	50 %	50 %
Total:	100 %	

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Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Acquiring knowledge 1	Test in Moodle evaluated by points	5 %	5 %
Acquiring knowledge 2.	Game questionnaire evaluated by points (QUIZ)	5 %	5 %
Teamwork – 1.	<ul style="list-style-type: none"> - Each group member identifies at - group establishes a collaborative document (text) for development of joint presentation - The presentation is uploaded - Live presentation and ability to participate in discussion 	2 % 2 % 3 % 3 %	10 %
Teamwork – 2.	<ul style="list-style-type: none"> - Each group member identifies at - group establishes a collaborative document (text) for development of joint presentation - The presentation is uploaded - Live presentation and ability to participate in discussion 	2 % 2 % 3 % 3 %	10 %
Mid-term	<ul style="list-style-type: none"> - Content of the paper and its scientific value - Scientific form and layout of the paper, scientific language, and linguistic style - Presentation of the paper using ppt or other - Ability to answer asked questions about the topic 	9 % 3 % 3 % 5 %	20 %
Exam	ORAL Exam: 2 questions randomly picked, regarding the studied topics of the course.	2 x 25 %	50 %
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. **The time the teacher will be connected is every Monday, at 10 – 11 CET.**

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

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Sofia University St. Kliment Ohridski

The study guide for the course

Structure of Matter

Teachers: Assoc. Prof. Dr. Galia Madjarova ([LQCC](#))

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- apply basic quantum mechanical concepts to chemical objects;
- clarified atomistic basis of chemical bonding;
- describe energy spectra and electron density distribution;
- identify origin and nature of intermolecular interactions;
- clarified solvent effects and field for modulation of molecular properties and reactivity;
- understand microscopic aspect of the education in Physical Chemistry and solve problems
- work with software packages for computational modeling of molecular features

Second, this course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (face-to-face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ text materials for pre-class;
- ✓ audio and video record of presentations;
- ✓ descriptions of pre- and in-class activities;
- ✓ solved practical problems;
- ✓ practical problems to be solved;
- ✓ week questionnaires;
- ✓ useful links to online free academic resources.

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The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class	Week 1	According to the published schedule Hall 501	Presentation on the topics of the course and the flipped classroom methodology Anonymous Test on math skills (integrals and derivatives) and basic knowledge of Physics laws
2. Introduction to quantum mechanics. Operators - definitions and properties; linear and Hermitian operators, Postulates	Week 2	According to the published schedule Hall 501	Pre-class: - watch the video presentation - solve the problems - read the text materials In-class: - questions discussion - solving extra examples Quiz
3. Introduction to quantum mechanics. Particle in a potential well - 1D and 2D wells. Penetration of a barrier: an infinitely wide barrier and a barrier of finite width	Week 3	According to the published schedule Hall 501	Pre-class: - watch the video presentation - read the text material In-class: - Q&A session Quiz
4. Principle of indistinguishability of elementary particles. Fermions and bosons. Pauli exclusion principle. Slater determinants for representation of the wavefunctions of many-electron systems.	Week 4	According to the published schedule Hall 501	Pre-class: - watch presentation - prepare short text answers of the questions - read text materials In-class: - Q&A session - discussions on the students' homework
5. The Schroedinger equation for the hydrogen atom and many-electron atoms. Atomic orbitals.	Week 5	According to the published schedule Hall 501	Pre-class: - read text materials; solve the problems In-class: - work in the groups on whiteboard Quiz
6. Hartree-Fock method. Electron correlation. Aufbauprinzip. Multiplicity. Correlation and relativistic effects. Spinorbit coupling. Effective nuclear charges of atoms.	Week 6	According to the published schedule Hall 501	Pre-class: - read text materials - solve the problems - prepare individual home work In-class: - Q&A session Quiz

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7. The Schroedinger equation for molecules. The Born-Oppenheimer (adiabatic) approximation. LCAO-MO method. Valence bond theory.	Week 7	According to the published schedule Hall 501	<p>Pre-class:</p> <ul style="list-style-type: none"> - watch video presentation - solve the problems - read text materials <p>In-class:</p> <ul style="list-style-type: none"> - Q&A session - work in the groups on whiteboard
8. Theory of covalent bonds. Aufbauprinzip. Orbital symmetry. Principle of conservation of orbital symmetry - the Woodward-Hoffmann rule	Week 8	According to the published schedule Hall 501	<p>Pre-class:</p> <ul style="list-style-type: none"> - watch youtube video - read text materials - prepare individual home work <p>In-class:</p> <ul style="list-style-type: none"> - Q&A session - Quiz
9. Electronic structure and geometry configuration of molecules. Geometry configuration of molecules. Relationship between molecular geometry and properties. Hybridization. First and second order Jahn-Teller effects.	Week 9	According to the published schedule Hall 501	<p>Pre-class:</p> <ul style="list-style-type: none"> - watch presentation - solve the problems - prepare group presentation <p>In-class:</p> <ul style="list-style-type: none"> - discussions on the students' presentations
10. Electronic structure of coordination compounds. Crystal field theory. Spectrochemical series. Ligand field theory.	Week 10	According to the published schedule Hall 501	<p>Pre-class:</p> <ul style="list-style-type: none"> - watch presentation - solve the problems <p>In-class:</p> <p>Q&A session</p> <ul style="list-style-type: none"> - solving extra examples <p>Quiz</p>
11. Energy spectrum of molecules and elementary photophysical processes. Electronic-vibrational-rotational states of molecules. Oscillator strength and transition dipole moment. The Jablonski scheme. The Frank-Condon principle. Luminescence.	Week 11	According to the published schedule Hall 501	<p>Pre-class:</p> <ul style="list-style-type: none"> - watch video presentation - solve the problems - record 3 min. video presentation <p>In-class:</p> <ul style="list-style-type: none"> - Q&A session; watching students records
12. Electric properties of molecules. Dipole moments. Electron polarizability. The Langevin-Debye (Clausius- Mossotti) equation.	Week 12	According to the published schedule Hall 501	<p>Pre-class:</p> <ul style="list-style-type: none"> - watch Khan academy presentation - solve the problems <p>In-class:</p> <ul style="list-style-type: none"> - Q&A session - solving extra examples <p>Quiz</p>

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13. Intermolecular forces. Orientational, inductive and dispersion forces. van der Waals molecules. Hydrogen bond	Week 13	According to the published schedule Hall 501	Pre-class: - watch youtube presentation - solve the problems - prepare individual home work In-class: - Q&A session - solving extra examples
14. Solvation energy. Models for accounting of the solvent effect. Continuum models - models of Onsager and Tomasi.	Week 14	According to the published schedule Hall 501	Pre-class: - watch video presentation - solve the problems In-class: - Q&A session - solving extra examples Quiz
15. Quantum theory of reactivity. Potential energy hypersurfaces. Transition state. Activation energy. Tunneling.	Week 15	According to the published schedule Hall 501	Pre-class (Moodle): - watch the video presentation - solve the problems -read the In-class: - questions discussion - solving extra examples Quiz
EXAMINATION	According to the published schedule	Hall 501	WRITTEN - test with 15 open questions and 5 problems

During the course, you will have to perform **10** Quizzes, and prepare **3** individual home works and participate in discussions. Then you will have to pass the exam.

<i>Assignment</i>	<i>Weight</i>	<i>Total of the final grade</i>
Quiz	1 % each	10 %
Individual homework	10 % each	30 %
Participation in discussions	10 %	10 %
Exam	50 %	50 %
Total:	100 %	

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Assessment criteria and weights:

Assignment	Criteria	Weight of each criteria [%]	Total weight of the activity
Quiz (5 questions each)	- Questions in quiz are equally weighted	0.2	10 %
Individual homework	- Detailed derivation of the equations - Min. 10 representative examples - Correct solutions	6 2 2	30 %
Participation in discussions	- Asking question beyond the basic - Correct answer of the questions of the class mates - Share extra information on the topic	3 5 2	10 %
Exam			50 %
Total:	100 %		

Once a week, every Friday (4-5 PM), you will be consulted online at the BBButon in Moodle. Please read the text materials, study carefully the provided example problems with solutions and watch the presentations before face-to-face meetings. Do not forget to fulfil the week questionnaires. Spend enough time in preparation of your individual homework and READ before submission.

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Sofia University St. Kliment Ohridski

The study guide for the course

History of religions: Judaism

Teachers: Assist. Prof. Dr. Mina Tasseva-Bencheva

Short presentation or bio or link: more information on <https://clio.uni-sofia.bg/teachers/>

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- identify the main periods in history of Judaism, its characteristics as a monotheistic and Abrahamic religion, relations to other monotheistic and polytheistic religions
- describe fundamental ideas and currents of thought, aspects of religious art, beliefs, rituals and practices, role in cultural, social and political history
- analyse and compare ideas and practices within history of Judaism and with relation to other religions, oral and written traditions, key historical events in relation to Judaism, interactions with other religions

Second, this course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- literature for pre-class and in-class studies
- descriptions of pre- and in-class activities
- records of presentations and online consultations in virtual learning environments
- practical tasks
- real time chat, discussion forums
- additional interesting and useful literature.

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The main course topics, activities and assignment are:

Content (topics)	Study week	Online meetings	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class methodology	Week 1	according to schedule F2F or online	In-class: - presentation on flipped classroom methodology - introduction to study guide, course structure and assignments for students presentation of students
2. Introduction on the history of religions	Week 2	according to schedule F2F or online	Pre-class: - readings on Topic 2 - group project: using the provided Project list, chose and plan your group project In-class: group discussion on project topics
3. Polytheism and monotheism. Abrahamic religions.	Week 3	according to schedule F2F or online	Pre-class: - readings on Topic 3 - self-assessment using provided questions In-class: discussion on provided questions on Topic 3
4. The Pentateuch. The Hebrew Bible.	Week 4-5	according to schedule F2F or online	Pre-class: - readings on Topic 4 - individual task: prepare presentation In-class: individual presentation and discussion
5. The Temple in tradition and practice of Judaism.	Week 6-7	according to schedule F2F or online	Pre-class: - readings on Topic 5 - virtual visit using provided link - discussion in Moodle forum In-class: sharing observations and discussion on preclass activities
MIDTERM	Week 8	online	Group Project presentation
6. Early Judaism and schools of thought.	Week 9-10	according to schedule F2F or online	Pre-class: - readings on Topic 6 - virtual visit using provided link In-class: - group activity: mind map - discussion on provided questions on Topic 6 Pre-class: - readings and video on Topic 7 - discussion in Moodle Forum
7. Hellenistic Judaism.	Week 11	according to schedule F2F or online	

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			In-class: discussion on provided questions on Topic 7
8. Mishnah and Talmud. Rabbinic tradition	Week 12 13	according to schedule F2F or online	Pre-class: - readings on Topic 8 - individual task: prepare presentation In-class: individual presentation and discussion
9. Cults, schools of thought and religious systems and the early Christianity.	Week 14	according to schedule F2F or online	Pre-class: - readings on Topic 9 - self-assessment using provided questions In-class: - group activity: game using knowledge on Topic 9 Pre-class: - readings on Topic 10 - virtual visit using provided link In-class: sharing observations and discussion on pre-class activities
10. Jewish communities and Judaic tradition.	Week 15	according to schedule F2F or online	
EXAMINATION	DATE		online

Online video meetings will take place online at

<https://us04web.zoom.us/j/78986703475?pwd=iLfZFiCs7PalMOq45xjBCn2YwIOyA0.1>

The dates for group work presentation:

Group project (mid-term): according to schedule

During the course, you will have to perform pre-class activities, prepare 2 individual presentations, participate in discussions and take part in 1 group project as well as pass the exam.

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 individual presentations	10 % each	20 %
Participation in discussions	15 %	15 %
Group project (midterm)	15 %	15 %
Exam	50 %	50 %
Total:	100 %	

Assignment criteria and weights

Assignment	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Individual Presentation 1 and 2	- content	4	20 %
	- visualisation	2	
	- oral presentation	2	
	- answers to questions	2	
Group Project (mid term)	- group members discuss a specific topic and offer their analysis	6	15 %
	- group creates a common paper and presents it for discussion with the class	4	

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Participation in discussion	- content	4	15 %
	- answers	4	
	- questions	2	
Exam	50 %	50 %	50 %
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it - be creative

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Sofia University St. Kliment Ohridski

The study guide for the course

Methodology of teaching English as a foreign language

Lecturers: Assoc. Prof. Dr Anelly Kremenska, PhD candidate Lyudmila Boyadzhieva

PRESENTATION OF THE COURSE (annotation)

The course Methodology of TEFL is a two-semester compulsory discipline specially designed for the students of specialties Biology and English and Chemistry and English at Sofia University (90 academic hours lectures, 30 h observations and 15 h seminars, 6 h per session/week). It introduces the principles, methods and good practices in teaching foreign languages.

STRUCTURE

The course presents the specific **theory** and **practice** for analysis, preparation, design, and evaluation of the language classroom.

An overview of contemporary development of second language learning theories is presented, as well as the foundation of learning theories, learner styles, multimodality and multiple intelligence theories. Special focus is dedicated to the traditional and current methods of language teaching and their application in different educational contexts. The national and international regulations concerning the teaching profession are discussed, with respect to the specifics of TEFL.

The practice includes preparation and justification of **own lesson plans** and appropriate materials based on **observation** and **discussion** of real classes. A sample lesson plan is to be presented orally.

ASSESSMENT

Upon completion the course the students will acquire knowledge and understanding about the relevant theories and practices applicable to a language classroom. They will be able to design own lessons and materials based on this knowledge.

The mark is complex and consists of:

1. A portfolio & oral presentation of a lesson plan - 80%

- a. T1 Summary on learning theories
- b. T2 Compare the Methods
- c. T3 Designing a material; T3.1 Assessment
- d. T4 Lesson plans (individual) (X5)
- e. T5 Reflections on observations (X15 template)
- f. T6 End-term test on theories, paradigms, methods in TEFL, communicative competence & assessment
- g. T 7 Essays (X 5)
- h. Bonus: FLT glossary (max. 5 pts)

2. A written exam

- b. **Task 1** Pedagogic essay
- c. **Task 2** Test on the topics (including terminology)

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NB! Each student MUST have ALL tasks.

Bibliography

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<http://www.mon.bg/?go=page&pageId=7&subpageId=59>

Recommended additional bibliography

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9. Relevant scientific papers

During the course, you will have to perform pre-class activities which will be assessed by brief quizzes and discussions at the beginning of the next session. The assessment is complex, based on a portfolio and an exam. The portfolio consists of 7 practical tasks, related to both theory and practice of FLT. These include summarizing on theory, completing observation forms, designing lesson plans, writing pedagogical essays. Then you will have to pass end-term test and the exam. The table below presents the tasks, the criteria and the % of the final mark. The system used to transform the

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resulting into a 6-grade mark is given below. Please note that ALL tasks are obligatory, and keep the deadlines.

Assessment criteria and weights:

Assignments	Criteria	Weight of the criteria	Total of the final mark
T1 Summary on learning theories	- Concise and complete presentation of the respective theory (key concepts, characteristics, main contributors)	3	3 %
T2 Compare the Methods	- Concise presentation of the respective method Relevant examples	2 1	3 %
T3 Designing a material: T3.1 Assessment	- Relevance to the learning context - Adequate use of technology for material Adequate choice of technology for assessment	2 1 1	4 %
T4 Lesson plans (individual) (X5)	- Structure (is it clear what type of structure is used, is it relevant to the type of LP) - Activities (description, timing, clear instructions) - Choice of materials (relevant external, own, interactivity) - Language (accuracy, cohesion) Feedback and assessment (relevance)	5	20 %
T4.1 LP oral presentation	- Structure and activities Timing and performance accuracy	3 3 4	10%
T5 Reflections on observations (X15, in templates)	- completed metadata (teaching context) - key activities (notes) marked - reflection on the observation	3 6 6	15%
T6 End-term test on theories, paradigms, methods in TEFL, communicative competence & assessment		5%	5%
T7 Essays (X5)	- relevance (choice of topic) - structure (coherence, transitions) - language and style (grammar, vocabulary, register) - originality (reflection on observations included, critical thinking)	5 5 5 5	20%
Bonus: FLT glossary (max 5pts)	- relevance of the topic - resource - comprehensive explanation - votes	1 1 2 1	Up to 5%
Exam		20%	20%
Total:		100%	

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NB! Each student MUST have ALL tasks.

NB! If any of the tasks has not been completed in due time or has received 0 pts, an extra task is given at the written exam.

Marking:

81 - 100 %	- Excellent (6)
71 - 80 %	- V. Good (5)
61 - 70 %	- Good (4)
51 - 60 %	- Pass (3)
45 - 50 %	- Extra task
under 45 %	- Fail

PORTFOLIO

TASK 1 Summary on learning theories

In small groups (up to 3): in the forum Summary on the learning theories - choose your groups and open ONE thread per group, stating the names of the participants and the number of the group, depending on the grouping below. Choose different group number, so all readings to be covered.

Write between 200 and 250 words containing the key concepts, main characteristics (ideas), main contributors to the respective theory. The text is to be uploaded in the forum (T1 Theories by ...) and will be presented and discussed during the sessions. The task is part of the portfolio, 5 pts.

Main source: can be downloaded!: <https://teacherofsci.com/learning-theories-in-education/>

Group 1: Behaviorism <http://www.learning-theories.com/behaviorism.html> Skinner
<http://www.learning-theories.com/operant-conditioning-skinner.html>

Group 2: Cognitivism <http://www.learning-theories.com/cognitivism.html> Gestalt
<http://www.learning-theories.com/gestalt-theory-von-ehrenfels.html>

Group 3: Constructivism <http://www.learning-theories.com/constructivism.html> Vygotsky
<http://www.learning-theories.com/vygotskys-social-learning-theory.html>

Group 4: Humanism <http://www.learning-theories.com/humanism.html> Kolb <http://www.learning-theories.com/experiential-learning-kolb.html> Maslow <http://www.learning-theories.com/maslows-hierarchy-of-needs.html>

Group 5: Descriptive: Activity (Vygotsky) <http://www.learning-theories.com/activity-theory.html> Bloom's Taxonomy <http://www.learning-theories.com/blooms-taxonomy-bloom.html>

TASK 2 Compare the Methods

Write a brief comment (250 - 300 words) on the respective method for your group, with regards to how it could influence your practice. Think of possible teaching situations to apply it to (e.g. age of students, level of fluency, number in students in class, etc.)

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The text must follow the instructions for an academic essay formatted in MLA style (see Session 2). Submit the text by (date, deadline for Task 2) in forum T2 Reflection on

theories&methods by creating a new thread for each text. Download the instructions [HERE](#)

Please note that submissions after that date will be discussed in class, but will not receive written lecturer's comments and will not be considered as part of the mark.

This Task is part of the portfolio and marking, T2 – 5 pts.

TASK 3

1. Design an activity for the context your group is working on (APP3). Choose resources depending on the context. Design (redesigning) a learning material (group work).
2. Prepare 3 test items (multiple choice) for the respective topic you have been assigned during the lecture, or topics Assessment and ICT in FLT if you haven't been assigned any. These must be presented in a file, in the forum T4 Test item by 18.01 in order to be discussed during the session.
3. Extra material: read about preparing good distractors (Writing distractors, Writing distractors 1)

TASK 4 Lesson plans

Choose one of the templates for a lesson plan (LP and LP2) and design a grammar/vocabulary/skill focused lesson for the chosen Case. The description of the cases is given as HOCases. Sample extracts from textbooks are given in folder SampleUnits, but you can use any other relevant material. Check your lesson plan against the LP Evaluation criteria. Submit the filled-in LP form before the respective deadline.

TASK 4.1 Oral presentation of a LP

Choose one of the LPs to present in class. Please note that you have 15 to 20 min to present your lesson and explain your choices. You may be asked questions by the lecturer and your colleagues.

TASK 5 Reflections on observations

Discuss on the observations, giving your arguments (what did you like best, what impressed you most, what would you change, which methods were used, were the goals achieved, did anything unexpected happen and how it was dealt with, was the use of technology efficient, etc.)

Takeaway from the observations (summary)

TASK 6 End-term test

SAMPLE END-TERM ITEMS

1. Choose the correct learning theory for the following description: a pedagogical approach that believes learning is viewed as a personal act to fulfil one's potential.
 - a. Humanism
 - b. Cognitivism
 - b. Constructivism
 - c. Behaviorism

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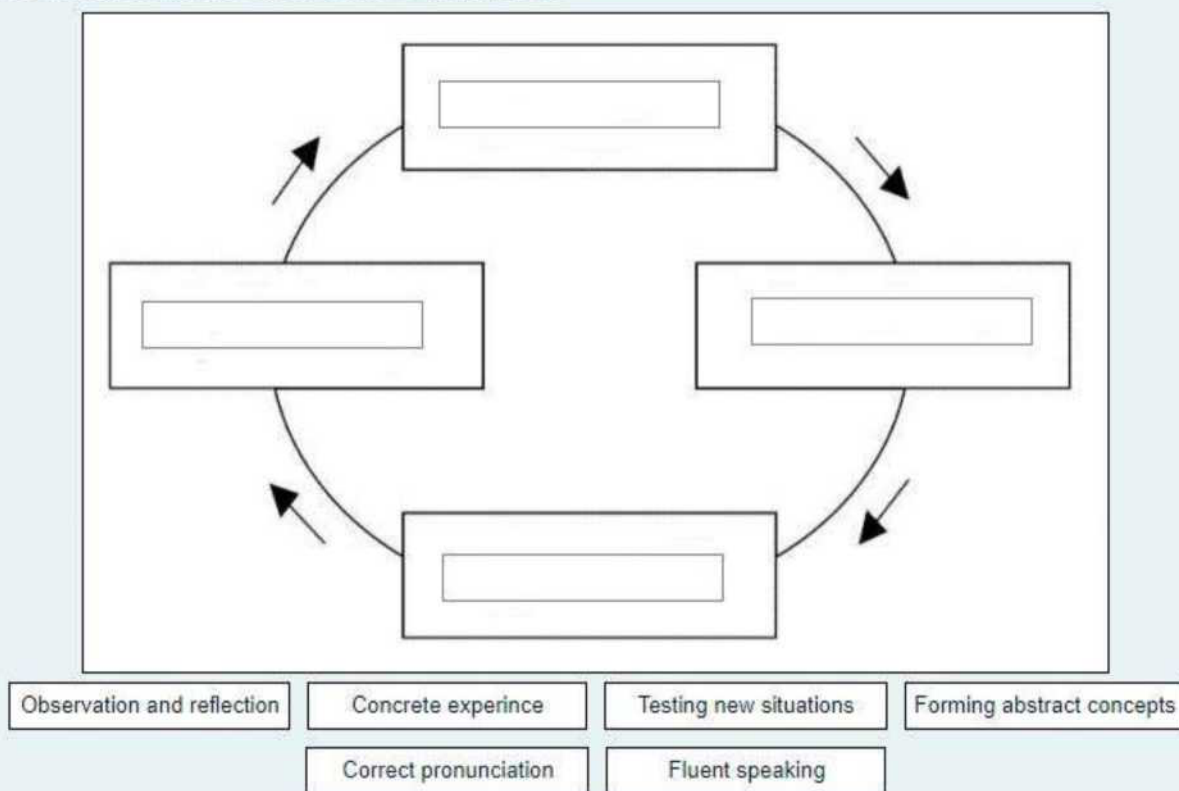
2. What is Cognitivism? Choose the best reply.
 - a. A dominant paradigm in which the learner is essentially passive. It rejects structuralism.
 - b. A dominant paradigm during 1960 that focuses on the inner mental activities. Knowledge can be seen as schema.
 - c. A dominant paradigm in which the learner is active. He is the information constructor.
3. Choose the correct question for each sentence from the drop-down menu:

Technique is concerned with:...

Method is concerned with:...

Approach is concerned with:...

Name the stages in Kolb's experiential learning model.



TASK 7 Essays

Sample topics for essays

1. (Reflection) How to plan the lesson more efficiently.
2. Both Hadley (2001, pp. 95-97) and Lightbown (2000, pp. 439-440) discuss research findings on the efficacy of group-work activities for promoting language acquisition. After succinctly reviewing these findings, explain what your position is regarding group-work activities. Is your position supported by any of these research findings? Explain.

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3. How could you indicate that an error has been made? Which techniques would you choose, which factors would you consider for your choices?
 4. Using the learner's first language (L1) in the classroom: observe, comment, suggest. Techniques and situations to make use of the L1.
 5. Discuss an interesting technique you observed or employed.
 6. Assessment issues: how are knowledge and skills assessed in the particular context.
 7. Using authentic materials in the language classroom: radio, newspapers, TV programmes, books, stories, etc.
 8. Learning&second language teaching theories in practice: analyze a lesson you have observed (or an aspect of a lesson, e.g. student-student/student-teacher interaction, error correction, activities goals and management, techniques and materials).
 9. Analyze an effective use of technology during your teaching, or observed teaching by your colleague. What worked well, what posed problems, what could be improved(how).
 10. (Reflection) Comment on a lesson you observed: what went well, what didn't go as planned. Analyze the reasons for both effective and not so effective techniques or activities. Suggest improvements for the next lesson for the same context.
 11. (Reflection) Comment on a lesson you planned: what part of the planning was the most difficult/easy, what techniques you have chosen and why, etc.
 12. (Reflection) What three things you liked/didn't like about the classes you observed? How could these be improved?
 13. (Reflection) What three things you liked, what three things you didn't like and how to improve the classes in ELT Methodology? What changes would you make in order to ensure higher involvement and better self-study (reading, LP preparation, HW, etc.)
- NEW!
14. (Reflection) Which three things you liked/disliked about the teaching methods/activities during the observations? Which techniques (activities) you would/wouldn't use in your own practice? Why?
 15. (Reflection) Which of the methods/techniques shown in the videos of face-to-face classroom teaching do you think can be successfully transferred to online (distance) learning? What adjustments (if any) would this require?

Further reading: Some ideas on how to collect data for your essays Scrivener, J. (2011). Learning Teaching. (3rd ed.). (A. Underhill, Ред.) London: Macmillan. pp 382 - 389

Requirements: 300 - 350 words. MLA style (OWL - look up here)

Instructions in Bulgarian: В рамките на около една страница се очаква да разработите различни методически проблеми, които сте наблюдавали по време на хоспитирането, като например поведение на учителя, отношение между учител и ученици, форми на управление на класа (class management), форми на проверка и оценка и т.н. Есето трябва да се базира на собствения ви опит, наблюдение на

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базовия учител или на ваши колеги, дискусии помежду ви или с базовия учител и т.н. Отбележете в карта Г темата на есето и източника на информация.

Попълвайте редовно педагогическото портфолио, най-добре след всеки изнесен или наблюдаван урок. Напишете даденото есе, когато е налице подходящ повод.

SAMPLE EXAM

The test items are collection of randomly chosen from each topic, as given as quizzes during the semesters.

The essay is based on a choice of one of three topics given as **sample topics**.

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Sofia University St. Kliment Ohridski

The study guide for the course

The Neo-Assyrian Empire (X-VII century B.C.E.)

Teacher: Kiril Mladenov

Asst. Prof., Sofia University, Faculty of History

Department of Ancient History, Thracian Studies and Medieval History

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the learning outcomes of the course. Having successfully completed the course, you will be able to:

- define different types of Akkadian texts;
- identify key features of the texts;
- identify approaches to work with different texts;
- select crucial information;
- create databases with relevant information including facts, people and places;
- share your opinion with your colleagues.

Second, this course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meeting/ lectures	Activities/Assignments
Introduction and topic 1			

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1. Introduction on the course and flipped class	Week 1	Oct (F2F)	Introduction
2. Introduction to the history and culture of the Neo-Assyrian Empire	Week 2	Oct (online)	Prepare for next meeting - watch video on Youtube - read material in Khan Academy
3. Sources for the period of the Neo-Assyrian Empire	Week 3	Oct (online)	Pre-class: - watch video on Khan Academy - read material In-class: - discussion in groups
4. The Early Neo-Assyrian Empire (XVIII century B.C.E.). Part I	Week 4 - 5	Oct (F2F)	Pre-class: - read material and selfcheck test in Moodle In-class: discussion
5. The Early Neo-Assyrian Empire (XVIII century B.C.E.). Part II	Week 6 - 7	Nov (F2F)	<i>Practical Task.</i> Prepare a group presentation: Group 1: What do we learn from the Assyrian royal inscriptions from X-IX century B.C.E.? Group 2: Assurnasirpal and Salmaneser and their role in the creation of the Assyrian hegemony in the Ancient Near East
MIDTERM	Week 8	Nov (F2F)	Online test in Moodle
6. The Late Neo-Assyrian Empire (VIII-VII century B.C.E.). Part I	Week 9	Nov (F2F)	Pre-class: - read material - watch recorded material in Moodle Pre-class: - read material - watch recorded material in Moodle In-class: - discussion
7. The Late Neo-Assyrian Empire (VIII-VII century B.C.E.). Part II	Week 10 - 12	Dec (F2F)	Pre-class: - read material

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			<ul style="list-style-type: none"> - selfcheck test on Quizziz <p>In-class:</p> <ul style="list-style-type: none"> - lecture - vote on mentimeter - collaborative document activity in groups - discussion
8. Causes for the End of the Neo Assyrian Empire	Week 13	Dec (F2F)	<p>Pre-class:</p> <ul style="list-style-type: none"> - read material - watch video on Khan Academy - <i>Teamwork Part 1</i>: Group 1: What do we learn from the sources about the end of the Neo-assyrian Empire? Group 2: What do we read in the modern historiography about the end of the Neo-assyrian Empire? <p>In-class:</p> <ul style="list-style-type: none"> - lecture - collaborative document activity in groups - an educational game - group discussion
9. The Aftermath	Week 14	Jan	<p>Pre-Class:</p> <ul style="list-style-type: none"> - read material about the Median-Babylonian alliance - quiz on Mentimeter <p>In-class:</p> <ul style="list-style-type: none"> - discussion on the results from Mentimeter
		Jan	<p>Pre-Class:</p> <ul style="list-style-type: none"> - read material - use Google Arts and Culture - use open access virtual museum galleries - <i>Teamwork Part 2</i>: Group 1: The Neo

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			Assyrian Empire in Contemporary Literature Group 2: The NeoAssyrian Empire in Coontemporary Art In-Class: - group discussion
EXAMINATION		Jan	Project Presentation

Online video meetings will take place online at my virtual room at <http://zoom.us>

The dates for group work presentation:

Practical task 1 (group work). Nov

Teamwork - Part 1. Dec

Teamwork - Part 2. Jan

During the course, you will have to perform 10 pre-class activities, and prepare 3 practical tasks, including 1 team work, which will be split into 2 parts in order to facilitate the progress. Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 practical tasks	10 % each	10 %
teamwork	10 %	20 %
mid-term	20 %	20 %
exam	50 %	50 %
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Practical task 1 (group work). Prepare a group presentation: Group 1: What do we learn from the Assyrian royal inscriptions from X-IX century B.C.E.? Group 2: Assurnasirpal and Salmaneser and their role in the creation of the Assyrian hegemony in the Ancient Near East	- the presentation has a clear structure - each participant contributes - the text is coherent and uses footnotes where this is necessary - there is a cited bibliography	1 1 2 2	10%
Practical task 2. Teamwork Part 1 Causes for the End of the Neo-Assyrian Empire Group 1: What do we learn from the sources about the end of the Neo-assyrian Empire? Group 2: What do we read in the modern historiography about the end of the Neo-assyrian Empire?	- the thesis is developed - the right bibliography and sources are used - the presentation is uploaded online on time - pictures and videos are included in the presentation	2 2 1 1	10%

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Practical task 3. Teamwork Part 2 The Neo-Assyrian Empire in Contemporary Literature and Art Group 1: The Neo- Assyrian Empire in Contemporary Literature Group 2: The Neo-Assyrian Empire in Coontemporary Art	- the thesis is developed	2	10%
	- the right bibliography and sources are used	2	
	- the presentation is uploaded online on time	1	
	- pictures and videos are included in the presentation	1	
Mid-term	20%	20%	
Exam	50%	50%	
Total	100%		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it - be creative.

Let's study, share and improve!

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Sofia University St. Kliment Ohridski

The study guide for the course

Introduction to Primary Education

Teacher: Asst. prof. Iliyana Simeonova, PhD

Dear students, this guide will help you understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here's a short course summary.

Introduction to Primary Education is a course targeted at undergraduate level and provides an introductory sequence for students who wish to pursue careers in primary education. Primary school is a vital step in preparing children for later learning and life in general. It's where most children learn to read and write, where they learn the fundamental concepts of science and mathematics, and where they gain a basic understanding of the world in general.

The course aims to provide a solid pedagogical foundation for teaching in primary school settings. The learning content generally revolves around the Bulgarian National Curriculum, its structure, content, pedagogical rationale, implementation and delivery. The course also explores topics such as approaches, methods and techniques used for teaching and learning in the primary grades, classroom management and grouping of students, assessment and evaluation, etc.

The course works towards developing the following broad teacher competencies (relative to receiving a qualified primary teacher status in Bulgaria):

- Teaching (organization and planning of lessons, in and out-of-class activities, classroom management, assessment).
- Communication and interpersonal skills (with students, parents and family).
- Leadership (organization and planning, collaboration and teamwork, facilitation and engagement).

Having successfully completed the course, you will be able to:

- Demonstrate general content knowledge, skills, and pedagogy appropriate to primary education.
- Develop your understanding of current educational practices and the complex interactions among the legal, social, and economic forces that influence and shape educational policies.
- Build positive, trusting relationships with children, families, and colleagues.
- Create supportive learning environments for primary school-aged children.

Secondly, this course is partially flipped. Topics №2-9 are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class

methodology focus on your learning of main concepts, ideas or basic, introductory information before

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our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meeting/ lectures	Activities/Assignments
1. Introduction to the course and flipped class methodology	Week 1	According to the schedule F2F or online	Prepare for next meeting
2. Primary school education. Basic concepts and their characteristics. Contemporary social changes and development of primary education.	Week 2	According to the schedule F2F or online	Pre-class: reading on basic concepts in primary education – defining key terminology In-class and post-class: discussion and Practical task №1: Glossary of Key Terms
3. Main features of primary education. Describing learners. Characteristics of young learners – age, learner differences, motivation.	Week 3	According to the schedule F2F or online	Pre-class: watch video on young learners' characteristics. - In-class: discussion and Practical task №2: Mind Mapping
4. Main features of primary education. Describing teachers. The roles of the teacher. Primary teachers as classroom managers.	Week 4	According to the schedule F2F or online	Pre-class: watch video on the roles of the teacher. In-class: Discussion and Practical task №3: Mind Mapping
5. Primary education curriculum within the framework of Bulgarian national curriculum. State policy on the provision of education in primary settings.	Week 5	According to the schedule F2F or online	Pre-class: reading and video on topic 5. In-class: discussion and Jeopardy game (EdApp)
6. Curriculum areas and primary school subjects. Compulsory, elective and optional subjects.	Week 6	according to the schedule F2F or online	Pre-class: reading and video on topic 6. In-class and post-class: Practical task №4 (Presentation) Prepare individual presentation on the primary school curriculum and subjects.
7. Popular methodology: approaches, methods, procedures and techniques. Humanistic and competency-based approaches.	Week 7	according to the schedule F2F or online	Pre-class: reading and video on topic 7 In-class and post-class: collaborative document activity (wiki) in groups. - (Teamwork – part 1)

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8. Popular methodology: the importance of play in early childhood education. Game-based teaching and learning in the primary grades.	Week 8	according to the schedule F2F or online	Pre-class: reading on topic 8 In-class and post-class: collaborative document activity (wiki) in groups. - (Teamwork – part 2)
9. Textbooks in primary education. Approved textbook list. Choosing the right textbook.	Week 9	according to the schedule F2F or online	Pre-class: watch video on the advantages and disadvantages of using a coursebook; do the reading on topic 9. In-class: discussion on textbook selection criteria; group work - compare and contrast two primary textbooks.
10. Grouping students. Whole-class teaching. Organizing groupwork and pairwork.	Week 10	according to the schedule F2F or online	In-class lecture and activities
11. Educational technology and other teaching equipment. Pictures and images, the board, computers and multimedia.	Week 11	according to the schedule F2F or online	In-class lecture and activities
12. Planning lessons. Types of lessons and steps in lesson planning. Using lesson plans.	Week 12	according to the schedule F2F or online	In-class lecture and activities
13. Evaluation and assessment in primary education. Assessing student performance. Mistakes and feedback.	Week 13	according to the schedule F2F or online	In-class lecture and activities
14. Whole-day primary schooling and extracurricular activities.	Week 14	according to the schedule F2F or online	In-class lecture and activities
15. Innovation in primary education. The Innovative Schools initiative.	Week 15	according to the schedule F2F or online	In-class lecture and activities
EXAMINATION	DATE	Moodle	Online test

Online video meetings will take place online at <https://elearn.uni-sofia.bg/>.

During the course, you will have to perform 8 pre-class activities, and prepare 5 practical tasks, including 1 presentation and 1 teamwork, which will be split into 2 parts in order to facilitate the progress. Then you will have to pass mid-term and the exam.

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Assignments	Weight	Total of the final mark
Practical tasks №1- 3	5 % each	15%
Presentation (Practical task №4)	10%	10%
Teamwork (Practical task №5)	7.5 % each	15 %
Exam	50 %	50 %
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Practical task 1: Glossary compilation Create a list of terms and /or key words with reference to primary education and supply their definitions. Then comment on the entries of your classmates (Glossary tool in Moodle)	- 5 entries in total are provided (relevant terms and correct definitions provided)	2.5	5%
	- 5 additional comments are posted on 5 entries provided classmates	2.5	
Practical task 2: Mind mapping Create a mind map on young learner characteristics (MindMup/ Google Docs/ Slides)	- cover key ideas and concepts	1	5%
	- information arranged logically in order to help explain the topic	1	
	- examples provided	1	
	- connections among concepts (hierarchies and branching)	1	
	- visual appeal	1	
Practical task 3: Mind mapping Create a mind map on the roles of teachers in primary education (MindMup/ Google Docs/ Slides)	- cover key ideas and concepts	1	5%
	- information arranged logically in order to help explain the topic	1	
	- examples provided	1	
	- connections among concepts (hierarchies and branching)	1	
	- visual appeal	1	
Practical task 4: Presentation Each student prepares individual presentation on primary school curriculum and subjects (MS PowerPoint, Google Slides, Prezi, etc.)	- content (relevant, accurate, detailed)	2	10%
	- structure (logical, easy to follow)	2	
	- analysis and interpretation (independent thought and critical analysis)	2	
	- answers to provided questions	2	
	- design (good use of visual aids and effects)	2	
Practical Task 5: Teamwork Collaborative Wiki (Part 1 and 2)	- group establishes a collaborative document for development of joint wiki	1	15%
		2	

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Students work in groups to create a collaborative document on approaches and methods of teaching in the primary grades (part 1) and on using classroom games in the primary grades (part 2) (Wiki tool in Moodle)	<ul style="list-style-type: none"> - each group member shows interest and participates collaboratively (identifies at least 3 content aspects) - relevant content - content quantity - content structuring 	1.5 1.5 1.5	
Exam (online test)	- test items provided in Moodle		60%
Total	100%		

Once a week, you will be consulted online: Tuesdays 13-14 p.m. Please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it - be creative.

Let's study, share and improve!

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Sofia University St. Kliment Ohridski

The study guide for the course

Cross-Cultural Communication

Lecturer: Chief Assistant Professor Valeria Vitanova, PhD

Dear students, the main purpose of this guide is to prepare you what to expect from the course and how the course will run, what assignments in virtual learning environment you have to complete and link the learning content to the classes. It will explain to you how to study and how your personal achievements will be assessed.

First, here are the learning outcomes of the course. Having successfully completed the course, you will be able to:

- On theoretical level – adopt knowledge about broad and narrow understanding of different cultures. Also, learn the rules of communications operating cross-culturally.
- On practical levels – be able to compare different cultures on the base of two different systems – established by Edward Hall and Hofstede.
- To implement and evaluate communication policy of organizations.
- Be familiar with and apply to practice the theoretical models and different communication approaches.
- Understand and solve barrier to effective communication. In this area, you will learn theories and practices of communication (organizational, interpersonal, intercultural, small group, persuasion, rhetorical and conflict resolution).
- Develop relevant oral and written communication skills; including advanced and complex communication competencies as consensus building skills, negotiation, consulting skills and management skills.

Learning material is prepared to acquire these skills learning. It includes:

- ✓ literature;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ case studies
- ✓ educational games
- ✓ educational quiz
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature, access to websites with relevant information
- ✓ access to online self-evaluation test

The main course topics and assignments are:

Content (topics)	Study week	Meeting/ lectures	Activities/Assignments
Introduction to the Flipped classroom methodology	Week 1	According to the schedule	In-Class activities: Presentation on flipped classroom methodology and introduction to study guide

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		F2F or online	
Topic 1. Introduction to Cross-Cultural Communication	Week 2	According to the schedule F2F or online	<p>Pre-class activities:</p> <ol style="list-style-type: none"> 1. Task intro – read the materials about the essence of communication process and the specifics of cross-cultural communication. 2. Task intro – Self-Assessment of individual communication skills by test provided in Moodle. <p>In-class activities:</p> <ul style="list-style-type: none"> - Students presentation of what communication process is; it's components, importance, which are the most important communication skills and differences in cross-cultural dimension of communication - Discussion on provided questions; - Discussion on students results of communication skills test – what they must improve in their communication style and how.
<p>Topic 2. Communication differences due to Hofstede's Cultural Dimensions:</p> <ol style="list-style-type: none"> 1. Power Distance. 2. Individualism vs. Collectivism. 3. Masculinity vs. Femininity 4. Uncertainty Avoidance 	Week 3	According to the schedule F2F or online	<p>Pre-class activities</p> <ul style="list-style-type: none"> - student should be prepared about the four dimensions in Hofstede's model- in what they consist and how they vary depending on the national culture/to read the material presented in Moodle/ and https://www.hofstede-insights.com/fi/product/compare-countries/ for additional information about the model - the additional two dimensions of the model - Task 1.1: Present the dimensions of the model - Task 1.2: Provide explanation of the model and compare selected countries based on this model <p>In-class activities</p> <ul style="list-style-type: none"> - group work <i>discussions</i> -Presentation of culture profile of different countries following Hofstede's model
Topic 3. Edward Hall model of intercultural communication	Week 4	According to the schedule F2F or online	<p>Pre-class activities</p> <ul style="list-style-type: none"> - video and readings of Topic 3 - Task -to prepare individual presentation about this model <p>In-class activities</p> <ul style="list-style-type: none"> - Presentations - Discussions - Comparing Hall model and Hofstede model's discussion about similarities and differences between the two models - Resolving one case study based on the Hofstede's theory and one related to Hall's model

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Topic 4. Definitions of Verbal and Non-Verbal Communication Verbal Communication - Dynamic and Barriers in Cross- Cultural Interactions	Week 5	According to the schedule F2F or online	Pre-class activities <ul style="list-style-type: none"> - video and readings of Topic 4 provided in Moodle - Task (preparation of individual presentation on main differences between verbal and nonverbal communication or main barriers in cross-cultural communication) - Preparing group game related to non-verbal communication or communication barriers In class activities <ul style="list-style-type: none"> - presentations by students, question and answers session
Topic 5. Organizational diversity and effective organizational communication	Week 6	according to the schedule F2F or online	Pre-class activities <ul style="list-style-type: none"> - Readings of topic 5 provided in Moodle - Discussion (writing questions in Moodle Forum) In class activities <ul style="list-style-type: none"> - Group work on Case studies related with diversity in organization - Quiz to check student’s perception of what diversity is and how they understand what effective organizational communication is
Topic 6. Virtual communication, informal communication, grapevine communication	Week 7	according to the schedule F2F or online	Pre-class activities <ul style="list-style-type: none"> - Video and readings of topic 6 provided in Moodle; students should create game
			This game should integrate the knowledge accumulated in the sphere of cross-cultural communication <ul style="list-style-type: none"> - In class activities - Discussion about differences in face to face and virtual communication, cultural differences in virtual communication. - Discussion about advantages and disadvantages of informal communication in organizational context - Presentation of the game created by each group
EXAM	DATE	online	ONLINE TEST

Online video meetings will take place online in Moodle.

During the course, you will have to perform **1** Individual Presentation, **1** team game, participate in discussions and resolve **3** case studies to pass the exam:

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Activities	Weight	Total of the final mark
1 Individual Presentation	10%	10%
Team game	15%	15%
Active participation in discussions	25%	25%
3 Case studies	5%	15%
Exam	35%	65%
Total		100%

Assignment criteria and weights

Activities	Criteria	Weight of each criteria	Total weight of the activity
Individual Presentation	- Content	4	10 %
	- Visualization	2	
	- Presenter	2	
	- Answers to provided questions	2	
Team game	- Each group member identifies problems and solutions	8	15 %
	- group establishes a collaborative document for development of joint discussion	7	
Discussion	- Content	10	25 %
	- Answers	8	
	- Questions	7	
Case studies	Solving the case based on reflections supported by principles of the theories studied in the course	15	15 %
Exam	35 %		65%
Total:	100 %		

Once a week, you will have an online consultation at the discussion forum. **The time the teacher will be connected is Wednesday, at 11:00 - 13:00.**

Materials for the course you could find at <https://elearn.uni-sofia.bg/course/view.php?id=79554>

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Sofia University St. Kliment Ohridski

The study guide for the course

Biodiversity of plants and fungi (part algae and fungi)

Teacher: Assoc. Prof. Blagoy Uzunov, PhD

Department of Botany, Faculty of Biology, Sofia University “St. Kliment Ohridski” e-mail: buzunov@uni-sofia.bg

Student study guide

The purpose of the provided guide is to help understand the course structure, virtual learning environment tasks and the link to the learning content. It will explain how learning is done and how personal achievements will be assessed. Information about the meeting and where to turn in case of important questions.

Learning outcomes:

- description of certain groups of algae, fungi and lichens;
- characterization of features in the ecology and classification of algae;
- characterization of features in the ecology and classification of fungi;
- characterization of features in the ecology and classification of lichens;
- acquiring knowledge related to algal and fungal biodiversity and its importance for humans;
- acquiring of basic practical skills and competencies necessary for the future teaching, scientific or practical work.

Prepared study materials:

- o main and additional useful literature (books, scientific articles);
- o records of presentations and online consultations by using BigBlueButton in Moodle;
- o Prezi presentations;
- o practical tasks in Moodle;
- o real time discussion forums in Moodle;
- o graded assignments.

Main course topics and assignments

Content (topics)	Study week	Meeting/ lectures	Activities/Assignments
Introduction to the course: defining the characteristics of the interaction and support system in online learning	1	F2F and online - according to the schedule	Pre-class activities: introductory activities for creating course community
			In-class activities: presentation on flipped classroom methodology and introduction to study guide, combined with an introductory question-and answer game.

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Topic 1. Morphology of algae (algal thallus)	2	F2F and online - according to the schedule	<p>Pre-class activities: analysing the provided lecture materials. Tasks: Provide explanations of questions in Moodle Forum and test your knowledge by answering the Moodle multiple choice quiz.</p> <p>In-class activities: group discussion and microscopy (F2F).</p>
Topic 2. Cytology of algae (cell wall, chloroplasts, nucleus, flagella, stigma)	3	F2F and online - according to the schedule	<p>Pre-class activities: analysing the provided lecture materials. Tasks: Provide explanations of questions in <i>Moodle Forum</i> and test your knowledge by answering the <i>Moodle</i> multiple-choice quiz.</p> <p>In-class activities: group discussion and microscopy (F2F).</p>
Topic 3. Reproduction of algae (vegetative, asexual and sexual)	4	F2F and online - according to the schedule	<p>Pre-class activities: analysing the provided lecture materials. Tasks: Provide explanations of questions in <i>Moodle Forum</i> and test your knowledge by answering the <i>Moodle</i> multiple-choice quiz.</p> <p>In-class activities: group discussion and microscopy (F2F).</p>
Topic 4. Ecology and distribution of algae	5	F2F and online - according to the schedule	<p>Pre-class activities: analysing the provided lecture materials. Tasks: Provide explanations of questions in <i>Moodle Forum</i> and test your knowledge by answering the <i>Moodle</i> multiple-choice quiz; homework presentation on a selected ecological group of algae in <i>Prezi</i>.</p> <p>In-class activities: group discussion and microscopy (F2F); discussions on the students' homework.</p>
Topic 5. Morphology of fungi (mycelium, thallus, plasmodium)	6	F2F and online - according to the schedule	<p>Pre-class activities: analysing the provided lecture materials. Tasks: Provide explanations of questions in <i>Moodle Forum</i> and test your knowledge by answering the <i>Moodle</i> multiple-choice quiz.</p> <p>In-class activities: group discussion and microscopy (F2F).</p>
Topic 6. Cytology of fungi (cell wall, nucleus, apical body, mitochondria)	7	F2F and online - according to the schedule	<p>Pre-class activities: analysing the provided lecture materials. Tasks: Provide explanations of questions in <i>Moodle Forum</i> and test your knowledge by answering the <i>Moodle</i> multiple-choice quiz.</p> <p>In-class activities: group discussion and microscopy (F2F).</p>
Topic 7. Reproduction of fungi (vegetative, asexual and sexual)	8	F2F and online - according to the schedule	<p>Pre-class activities: analysing the provided lecture materials. Tasks: Provide explanations of questions in <i>Moodle Forum</i> and test your knowledge by answering the <i>Moodle</i> multiple-choice quiz.</p>

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			In-class activities: group discussion and microscopy (F2F).
Topic 8. Ecology and distribution of fungi	9	F2F and online - according to the schedule	Pre-class activities: analysing the provided lecture materials. Tasks: Provide explanations of questions in <i>Moodle Forum</i> and test your knowledge by answering the <i>Moodle</i> multiple-choice quiz; homework presentation on a selected fungal ecological group in <i>Prezi</i> .
			In-class activities: group discussion and microscopy (F2F); discussions on the students' homework.
EXAM	date	Online MCQ test in <i>Moodle</i>	Online test

The final grade

Assessment of learning	Criteria	Grade	Weight	Total
1 Assessment – active participation in discussions	Content Answers Questions	4 3 3	10%	70%
2 Assessment – individual presentation	Content Visualization Presenter Answers to provided questions	4 2 2 2	20%	
3 Assessment – forum moderation	Ability to properly sort information	10	20%	
4 Assessment – active participation in microscopy	At least 7 in-class activity	10	20%	
Exam (online test)		10	30%	30%
Total				100%

Online consultation: once a week – Monday, at 10-11 CET

Online video meetings will take place at: <https://elearn.uni-sofia.bg/course/index.php?categoryid=16>

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T4E track scenarios from Vytautas Magnus University

Vytautas Magnus University

The study guide for the course

Modern Language Teaching Technologies

Teachers: prof. Nemira Mačianskienė, dr. Estela Daukšienė

Prof. Nemira Mačianskienė teaches various courses related to language teaching and learning, intercultural communication and multilingualism. Her research focus on multilingualism plurilingual competence development, linguistically sensitive teaching, language policy, teaching English as a foreign language methodology, intercultural competence, and teaching and learning in multicultural and multilingual higher education.

Dr. Estela Daukšienė teaches various courses related to technology application while teaching, technology enhanced learning organization, responsible use of technologies in teaching, application of Moodle in study process, and quality assurance of online courses. Her research focus on digital competence development, technology enhanced teaching and learning, open educational resources, and virtual mobility.

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain you how to study and how your personal achievements will be assessed. You will find information for contact hours with the teacher, whom to contact when faced with issues, and other important aspect of the course organization.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- To justify the importance of technology application in language teaching & learning.
- To design a simulated lesson, preparing a lesson plan, integrating language technologies to achieve the set learning outcomes & create a simulated lesson plan.
- To create interactive content for engagement, study (introduction, exploration, practice), activating, assessment and feedback activities.
- To select and apply appropriate language technologies in planning, organization and assessment of development of learner linguistic competences.
- To select and apply appropriate language learning technologies in planning, organization and assessment of communicative language activities.
- To observe and (self) evaluate the application of language teaching technologies.

Second, most of topics in this course are prepared using flipped classroom methodology, which means that it requires your preparation for each online meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

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Learning material is prepared to acquire these skills while learning. It consists of:

- ✓ learning materials for pre-class and in-class studies;
- ✓ descriptions of pre-, in- and post-class activities and assignments;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ real time chat and discussion forums;
- ✓ additional interesting and useful readings.

The main course topics, activities and assignments are:

Content (topics)	Study week	Online meetings	Activities/Assignments
Introduction			<i>Pre-class activity:</i> Introduce yourselves in Padlet (link in Moodle)
Introduction on the course and flipped class methodology	Week 1 Week 2	Feb. 1 – Meeting 1 16.00 – 17:30 CET Feb. 8 – Meeting 2 16.00 – 17:30 CET	<i>In-class activity:</i> - Intro to the course and methodology <i>Post-class activity:</i> - Select presentation topic & date (in Moodle)
1. Key concepts	Week 3	Feb. 15 - Meeting 3 16.00 – 17:30 CET	<i>Pre-class:</i> watch a recorded explanation on Key concepts (1 st topic in Moodle) <i>In-class:</i> preparing mind map linking the concepts (in groups) <i>Post-class activity:</i> - Select the date for presentation peer review (in Moodle)
2. Interactive online textbooks (benefits and drawbacks; adapting to teaching practice) 3. Technology selection criteria.	Week 4 - 5	Feb. 22 - Meeting 4 16.00 – 17:30 CET Mar. 1 - Meeting 5 16.00 – 17:30 CET	<i>Pre-class:</i> review the digital textbook brochure - Beehive (OUP) & prepare for discussion <i>In-class:</i> Discussion (in groups) and summary <i>Post/pre-class activity:</i> - Watch the presentation of Life Vision (OUP) & do the tasks given in Moodle <i>In-class:</i> - Revision and discussion (in groups) of prepared tasks. - Technology revision on provided criteria <i>Post-class activity:</i> - Prepare for presentations on selected technologies
4. Use of technologies for teaching communicative	Week 6	Mar. 8 - Meeting 6 16.00 – 17:30 CET	<i>Pre-class activity:</i> online activity in Moodle (Topic 4) <i>In-class:</i>

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competences – Task-based learning.			<ul style="list-style-type: none"> - Revision and discussion on the task. - Presentations of Student Groups 1-2 <i>Post-class assignment:</i> - Prepare for the midterm
5. Use of technologies for linguistic competence development (phonology, vocabulary, grammar, orthography)	Week 7	Mar. 15 - Meeting 7 16.00 – 17:30 CET	<i>Pre-class activity: revision of provided cases (Topic 5)</i> <i>In-class:</i> <ul style="list-style-type: none"> - Group work on cases (see worksheets for groupwork in Moodle). - Presentations of Student Groups 3-4 <i>Post-class assignment:</i> - Prepare for the midterm
6. Use of technologies for integrating reception and interaction activities (reading & listening with speaking), production and mediation – focus on global skill development	Week 8	Mar. 22 - Meeting 8 16.00 – 17:30 CET	<i>Pre-class activity: video on global skills development (Topic 6)</i> <i>In-class:</i> <ul style="list-style-type: none"> - Revision and discussion on the task and technologies for interactive content development. - Presentations of Student Groups 5-6 <i>Post-class assignment:</i> - Prepare for the midterm
MIDTERM	Week 9	Mar. 29 – <i>final consultation on midterm task (optional)</i> 16.00 – 17:30 CET	Midterm assignment - to be submitted by the end of meeting
6. Challenges and rules for online lessons.	Week 10-11	Apr. 5 - Meeting 9 16.00 – 17:30 CET <i>Apr. 12-20 Easter Holidays (no meetings)</i>	<i>Pre-class activity: watch the video “Challenges for schools in organizing online teaching/learning”</i> <i>In-class:</i> collaborative activity in groups on the rules in online lessons. <i>Post-class activity:</i>
7. Selecting virtual learning environment. Netiquette.	Week 12	Apr. 26 - Meeting 11 16.00 – 17:30 CET	<ul style="list-style-type: none"> - Upload the lists (rules in online lessons) in collaborative document for sharing <i>Pre-class activity: watch a video on virtual learning environments</i> <i>In-class:</i> discussion on requirements for VLEs. <i>Post-class activity:</i> - Upload the lists (group finalized requirements) in collaborative document for sharing

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8 Use of technologies for testing, evaluation, giving feedback. Netiquette.	Week 13	May 3 – Meeting 12 16.00 – 17:30 CET	Pre-class activity: watch a video on netiquette In-class: activity in groups on creating an online test for pupils of the rules of the netiquette <i>Post-class activity:</i> -share the links of online tests with colleagues (discussion forum in Moodle Topic 8)
9. Open educational resources.	Week 14	May 10 – Meeting 13 16.00 – 17:30 CET	Pre-class activity: watch a video on OER In-class: discussion and practice on CC licences
10. Innovations in Education	Week 15	May 17 – Meeting 14 16.00 – 17:30 CET	Pre-class activity: watch a video on DI In-class: discussion on DI application and course delivery <i>Post-class activity:</i> -fill in feedback questionnaire
EXAMINATION	During exam session (date to be specified)		ONLINE TEST

Online meetings will take place online, every *Tuesday at 16:00 – 17:30* at the video conferencing room in MsTeams (please see the link in Moodle). For active participation in meeting (and especially while resenting) it is recommended to use MsTeams app (download info is also provided in Moodle). In case MsTeams is not working properly, the link to Adobe Connect will be provided in Moodle.

During the course, you will have to perform **11** pre-class and **6** post-class activities, and prepare technology presentation and lesson simulation in a group. Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
Technology presentation	20%	50 % (presented in seminars)
Lesson simulation	30 %	
Mid-term	20 %	20 %
Exam	30 %	30 %
Total:	100 %	

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Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the assignment
Assignment 1 (in group). Technology presentation. (the number of technologies presented = number of sts in group; 45 min for 1 group presentation)	<ul style="list-style-type: none"> - aim/type/functionality of the technology mentioned - when/where used/ setting/ mode of communication - advantages and disadvantages of the technology are presented - the selected technology corresponds to the topic of the seminar (teaching methods) - competences of English LL that can be developed with the selected technology are described - language learning activity with the technology is organized during the seminar - the colleagues assess the presentation as clear and useful 	1 1 1 1 2 2 2	20 %
Mid-term task (lesson plan) (to be submitted by March 29)	<ul style="list-style-type: none"> - Quality of the lesson plan: all parts filled in correctly, using appropriate terminology - Choice of technologies: innovative, engaging activities and technologies chosen - Coherence: the chosen technologies are appropriate for <ul style="list-style-type: none"> o achieving the set learning outcomes (LOs) o teaching a particular topic/language work o assessment of LO achievement & giving feedback - Justification: the choice of technologies is clearly justified - explicit description provided how the chosen technologies will help to achieve the set lesson objectives and Los - Language: correct use of academic language 	2 2 3 2 1	20 %
Group project: online lesson simulations (30 min lesson + 15 min (self)evaluation)	<ul style="list-style-type: none"> • Didactical clarity & precision: <ul style="list-style-type: none"> - clear lesson aims and learning outcomes, topics (1 pt) - tasks formulated clearly (1 pt) • Quality of a technology-based video recording: <ul style="list-style-type: none"> - the lesson is recorded & link provided (1 pt) - recording is of good quality: teacher is visible (camera is on), learning materials are visible, sound is ok (1 pt) - activities are distributed among all project teachers according to the requirements (2pts) - technologies are used for engaging or learning content preparation (1pt) - technologies are used for active learner practice (2pts) - The English language is correct (1pt) 	2 7 1	30 %
Final Exam	<ul style="list-style-type: none"> - Test in Moodle (all topics discussed in lectures) (open-ended questions, open questions, multiple-choice, matching, etc.) 		30 %
Total:			100 %

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Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

Let’s study, share and grow together!

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Vytautas Magnus University The study guide for the course **Research Methods in Linguistics**

Teacher: Jūratė Ruzaitė (ORCID: 0000-0002-4519-8087; <https://www.vdu.lt/cris/cris/rp/rp00182>)
Email: jurate.ruzaitė@vdu.lt

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

Introduction

During the course, students will be introduced to qualitative, quantitative, and mixed methods approaches to research in general, as well as to specific data collection techniques in different traditions, including interviews, observation and ethnography, transcription of discourse data, and corpus data. Students will have the opportunity to gain direct experience with several data collection procedures and will also read and discuss published studies utilising different types of methods.

Objectives and learning outcomes of the module

On successful completion of this module, you will be able to:

- Understand how to develop research questions/objectives and methodology in language studies;
- Define a real-life problem that is worth analysing from the perspective of linguistics;
- Understand issues of informed consent and ethical review in linguistic research;
- Understand different types of language-related research and principles of data collection, analysis and interpretation;
- Design and carry out an empirical research project in linguistics;
- Present research results orally and in writing.

Schedule

Lecture	t.b.a.	t.b.a.	t.b.a.	t.b.a.
Seminar	t.b.a.	t.b.a.	t.b.a.	t.b.a.

Grading

Midterm – 30 %; Final exam – 50 %

Tasks to be completed

Individual work and seminar activities (20 %)	In-class activities: will be done during the seminars and will not be graded; no submissions are required.		
	Assignments to be submitted on Moodle	Pre-class activities (10%): minimum 5 assignments need to be completed to get the top grade	
		Post-class activities (10%):	

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		<ul style="list-style-type: none"> - Formulating the problem - Formulating the goal - Research questions / objectives - Identifying the research gap (lit review) - Describing the data - Describing the approach(es) to data analysis
Midterm (30 %)	<p>Research design of a small-scale study. On the day of the midterm exam, you will have to hand in a 4-6-page research proposal. The exact contents of your research proposal will depend in large part on the type of the study you choose to design, but in general it should outline your research: the problem you intend to address, goal, scope of analysis, research questions, types of data, and main research approach(es). You will choose the topic for your research proposal during the first two weeks of the semester.</p>	
Final Exam (50%)	<p>Written research report: the research needs to focus on the same topic as the one that you chose for the Midterm Exam (for more specific requirements, see Moodle).</p>	

Syllabus

Week	Day	Topic	Readings from (2012)	Activities/Seminars
1	Feb 2	Introduction: Getting started (research area, problem, research questions); What can be researched?	Meyerhoff et al., Ch. 1; Wray & Bloomer, Ch. 1	In-class activity (Group work): Formulate problems and research questions; brainstorm for ideas
2	Feb 9	Developing a lit review	Slides	Pre-class activity: Interest survey In-class activity (Individual work): Search for prior research and summing up the main trends
3	Feb 16	Types of data. Research designs: qualitative vs quantitative research.		Pre-class activity: On-line test on basic terms In-class activity: Exit ticket 3-2-1 Post-class activity: Formulate the problem and main goal. Register your topic.
4	Feb 23	Research designs (cont.)	Slides	Pre-class activity: Post 2 most confusing issues (Q&A forum) Post-class activity:

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				Research questions / objectives
5	Mar 2	Ethical considerations	Meyerhoff et al., Ch. 3; Wray & Bloomer, Ch. 16	Pre-class activity: Test on the structure of the ICF In-class activity: Develop an informed consent form
6	Mar 9	Collecting data: Recordings	Meyerhoff et al., Ch. 6; Wray & Bloomer, Ch. 12	Post-class activity: Submit the informed consent form
7	Mar 16	Collecting data: Questionnaires & interviews	Wray & Bloomer, Ch. 14	Pre-class activity: Test on interviews and questionnaires In-class activity: Start developing a questionnaire
8	Mar 23	Collecting data: Observation	Wray & Bloomer, Ch. 15	Pre-class activity: Write down 5 keywords Post-class activity: Submit the questionnaire
9	Mar 30	Transcribing data. Using corpus data.	Meyerhoff et al., Ch. 7; Wray & Bloomer, Ch. 18 + 19	In-class activity: Prepare for an interview; do the interview
10	Apr 6	Midterm exam (t.b.c.)		
11	Apr 13	Approaches to data analysis	Meyerhoff et al., Ch. 12; Slides	Pre-class activity: Short quiz In-class activity: Work on data samples (group work)
12	Apr 20	Approaches to data analysis (cont.)	Wray & Bloomer, Ch. 4	Post-class activity: Upload the recording and transcription of the interview
13	Apr 27	(Multimodal) Discourse Analysis	Wray & Bloomer, Ch. 6	Pre-class activity: Short quiz In-class activity: Analysis of multimodal texts
14	May 4	Statistics and your project	Wray & Bloomer, Ch. 20	Pre-class activity: Watch a video; post 2-3 confusing issues (Q&A forum) Post-class activity: Statistical tests

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15	May 11	Computer-mediated communication	Wray & Bloomer, Ch. 11	Post-class activity: Analysis of Fb content
16	May 18	Project presentations		<i>Register for a time slot on Moodle</i>

Learning material is prepared to acquire these skills learning. It consists of:

- literature;
- records of presentations and online consultations in virtual learning environment;
- practical tasks;
- real time chat, discussion forums;
- additional interesting and useful literature.

Obligatory readings

Meyerhoff, M., Schlee, E., MacKenzie, L. 2015. *Doing Sociolinguistics*. London: Routledge.
Wray, A. & A. Bloomer. 2012. *Projects in Linguistics and Language Studies*. 3rd ed. London: Hodder Education.

Additional readings

Johnstone, B. 2000. *Qualitative Methods in Sociolinguistics*. Oxford University Press.
Litosseliti, L. (ed.). 2010. *Research Methods in Linguistics*. London: Continuum.

Meetings and consultations. I would enjoy meeting with each one of you during the semester. Time slots for regular consultations will be announced on Moodle. If you want to discuss some issues dealt with during the course or if you need a consultation, you can sign up for a time slot in the online schedule. If you would like to arrange a different time, feel free to contact me by email (jurate.ruzaite@vdu.lt).

Submission of assignments. Tasks that are NOT submitted by the deadlines set by the teacher will not be accepted or evaluated. Tasks that are not completed according to the course requirements will not be accepted either.

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Vytautas Magnus University
The study guide for the course
Concepts of adult education

Teachers: assoc. prof. dr. Elena Trepulė, dr. Giedrė Tamoliūnė

Dear students,

this study guide is designed to help you in your study process by familiarising you with the content of the course, the study methods, the assignments, and the assessment criteria for the assignments. It contains a course schedule, and a link to join the video conferences.

The aim of this course is to enable you to acquire and develop a conceptual approach towards adult education and the ability to assess the various factors involved.

After finishing this course, you will be able to:

- assess lifelong learning tendencies in EU and Lithuanian education policy documents.
- develop a critical analysis of selected adult learning theories.
- analyse adult education policy in terms of meeting economic and social needs and the holistic development of personality
- design a service that meets adults’ learning needs by examining the implementation and impact of education policies at national, regional, or organisational levels.
- identify tendencies in the conceptualisation of policies or theories in selected policy decisions and organisational practices.

Please note that some topics in this course are prepared using **flipped classroom methodology**, which means that it requires your preparation for each online meeting. This study guide presents you with the main topics, preparation activities and assignments, however, all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills while learning. It consists of:

- ✓ learning materials for pre-class and in-class studies,
- ✓ descriptions of pre-, in- and post-class activities and assignments,
- ✓ records of presentations and online consultations in the virtual learning environment,
- ✓ real-time chat and discussion forums,
- ✓ additional interesting and useful readings.

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Course content and schedule

Classes will be held on Thursdays, 3.15 PM – 5.45 PM CET

The main course topics, activities and assignments are:

Content (topics)	Study week	Activities/Assignments
1. Introduction to the course and flipped class methodology	Week 1	<p>Pre-class activity: use the Padlet wall to introduce yourself and share your knowledge and experience in adult education (link provided in Moodle)</p> <p>In-class activity: share your expectations from taking this course using Mentimeter (link provided in Moodle)</p>
2. EU Lifelong learning policies. The role of UNESCO and OECD in the policy of adult education.	Week 2	<p>In-class activity: Theoretical presentation; Document analysis; Group work and discussion</p> <p>Post-class assignment: One-sentence-summary (Who does what to whom, where, how, and why?)</p>
3. Assessment and recognition of prior learning. Microcredentials.	Week 3	<p>Pre-class activity: Read the document “A European approach to micro-credentials” and answer questions in a discussion forum</p> <p>In-class activity: Group discussion on assessment and recognition practices and challenges, case study analysis</p> <p>Post-class activity: share the muddiest point and questions that remain unclear in this topic using Google Jamboard (link provided in Moodle)</p>
4. Open education for lifelong learning	Week 4	<p>Pre-class activity: Watch a video on open education and write down keywords or concepts that characterize or are referred to as open education</p> <p>In-class activity: Group work - discuss key concepts, draw a concept map covering all the concepts or characteristics that refer to open education (using Moodle mindmap, MindMup or any other tool), present it in a class, and upload the screenshot or image of your concept map on a shared document</p> <p>Post-class activity: Share your ideas in a discussion forum on at least 2 questions provided</p>
5. Digital and network society. Digitally competent adult educators	Week 5	<p>Pre-class activity: Watch a video recording introducing the research on how digital and network society learn; Self-assess your digital competence</p> <p>In-class activity: - revision of statements and ideas expressed in a discussion forum on the last topic issues - Pro & Con grid - discussion on educators’ digital competence - group work – presentation on learning preferences</p> <p>Post-class activity: - write down in a discussion forum one possible, real-world application of what you have just learned - Select time of your Midterm presentation (in Moodle)</p>

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6. Adult literacy	Week 6	<p>Pre-class activity: Watch a pre-recorded presentation introducing key concepts of the topic and write down one topic-related question for the in-class discussion Share questions that remain unclear regarding mid-term assignment</p> <p>In-class activity: Discussion of the questions based on a pre-recorded video Critical analysis of the most recent international research results</p>
Midterm	Week 7	<p>In-class activity: Midterm exam assignment presentation</p> <p>Post-class activity: Please use the link in Moodle to share the one small change I (as a teacher) could make that would help you learn more effectively in this class.</p>
7. Andragogy	Week 8	<p>In-class activity: Theoretical presentation; Group discussion, case analysis, reflection</p> <p>Post-class activity: Classroom opinion pool (using Google Jamboard)</p>
8. Adult education theories: Cyril Houle, Eduard Lindeman, Allen Tough, Malcolm Knowles	Week 9	<p>In-class activity: Group work – students’ analysis of a chosen adult education theory; Group presentation</p> <p>Post-class activity: Prepare for the Homework no1 presentation</p>
9. Liberal adult education. Scandinavian adult education traditions. <i>Homework No1 presentation</i>	Week 10	<p>Pre-class activity: Watch video on liberal adult education</p> <p>In-class activity: Group discussion; presentation of discussion results; reflection Homework presentation (groups 1-3)</p>
10. Transformational adult education theories: Paulo Freire and Jack Mezirow. <i>Homework No1 presentation</i>	Week 11	<p>Pre-class activity: Watch video on transformational adult education theories</p> <p>In-class activity: Revision of key aspects of the transformational adult education theory; Group discussion; presentation of discussion results; reflection Homework presentation (groups 4-6)</p> <p>Post-class activity: Use Moodle link to answer the question: “If you were the teacher of this class, what would you do to make the assignments more useful?” (Answers are anonymous)</p>
11. Learning in later age.	Week 12	<p>Pre-class activity: Watch pre-recorded presentation</p> <p>In-class activity: Revision of key aspects of the pre-recorded presentation Group work – analysis of a document, presentation of group discussion results</p> <p>Post-class activity: Reflective essay - how I can improve my current teaching practice with the knowledge I’ve received in the latest classes?</p>
12. Openness to a professional development	Week 13	<p>Pre-class activity: watch the video “What will the future of jobs be like?”</p> <p>In-class activity:</p>

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		<p>discuss in a group (1) What are the main challenges that you’ve noted? (2) What positive aspects you could point out of the changes that are foreseen? (3) Name at least 3 suggestions on how these challenges might be overcome. Share results on Padlet and present results in class</p> <p>theoretical presentation on how open education can support professional development</p> <p>Post-class activity</p> <p>Please share your answers to the 3-2-1 Exit ticket (link in Moodle)</p>
13. Openness to a professional development <i>Homework No2 presentation</i>	Week 14	<p>Pre-class activity:</p> <p>Think of your own professional development and share resources that you would recommend for peers’ professional development</p> <p>In-class activity:</p> <p>Homework no 2 presentations (groups 1-3)</p>
14. Rethinking the accessibility in adult education <i>Homework No2 presentation</i>	Week 15	<p>Pre-class activity:</p> <p>Watch the pre-recorded presentation on the accessibility in adult education</p> <p>In-class activity:</p> <p>Revision and discussion of the key aspects of the topic Homework no 2 presentations (groups 4-6) Discussion on the learning experiences in this course</p> <p>Post-class activity</p> <p>Fill in the course feedback questionnaire</p>
Exam	Date to be announced	Online quiz with a set of open-ended and closed questions

Online meetings will take place online in the video conferencing room in MsTeams (please see the link in Moodle). For active participation in the meeting (and especially while presenting) it is recommended to use the MsTeams app (download info is also provided in Moodle).

During the course, you will have to perform pre-class activities, and prepare 2 assignments (homework tasks), including 1 teamwork and 1 individual assignment. Next to this, you will have to deliver a mid-term assignment and the exam:

<i>Assignments</i>	<i>Weight</i>
Midterm assignment	20%
Homework No1	25%
Homework No2	25%
Exam	30%
Total	100%

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria
	<i>detailed assignment descriptions are provided in Moodle</i>	
Mid-term assignment	<ul style="list-style-type: none"> The choice of documents corresponds the task 	1
-	<ul style="list-style-type: none"> Required volume and chapters (introduction, analysis, conclusions and discussion, references) Paper submitted on time 	1

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An individual document analysis	• Paper presented in class	1
	• Paper is coherent	1
	• Paper is analytical and students’ critical point of view is presented	3
		3
Homework No 1. A 2-day training course program for adults to train one of 8 EU Key competencies	• The course program covers one of the 8 EU Key competencies	1
	• The course program is coherent, and logical includes a short presentation, learning goals and outcomes, a full schedule including breaks, needed info	1
	• The teaching program is formed keeping in mind the principles of adult education and the possible special needs of the target group	1
	• The whole course program is presented in class – 5 min	1
	• The teaching presented in class is interesting and interactive	1
	• The teaching program is using principles of adult learning	2
	• The teaching program is meeting the time constraints – 15 min	1
	• The task is submitted in Moodle on time	1
	• The task is presented in class	1
		1
Homework No 2. Written assignment: How open education can support adult education?	• One of the dimensions is chosen	1
	• 3 documents or theoretical papers are analysed	1,5
	• Analysis is 800 words long (excluding title page and list of references)	1
	• Analysis is prepared in a clear and argumentative way (includes quotes, and your ideas supporting or opposing those quotes)	2
	• In-text citations and a reference list follow APA regulations	1
	• The task is submitted in Moodle on time	1
	• Peer’s assignment is reviewed on time	1
	• The task is presented in class	1,5
Exam	Online exam (set of open-ended and closed questions)	
Total:	100 %	

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

Please feel free to contact the course teacher whenever you have doubts, concerns, or suggestions on how to make this course more relevant to the needs of the specific learners’ group.

Let’s dive in into this amazing learning experience!

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Vytautas Magnus University The study guide for the course

Organization of technology-enhanced teaching and learning

Teacher: dr. Estela Daukšienė

Student study guide

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on our meeting and where to address if you face some important issues.

First, let's start from the course **learning outcomes**. After completing your course studies and performing all assignments you will be able to:

- Describe the main features of teacher and learner in online teaching, define the peculiarities of interaction and support systems in TEL;
- Plan and organize online teaching and learning in organizations, applying various methods and tools;
- Motivate learners while organizing TEL activities;
- To assess TEL organization and ensure its quality
- Actively participate in virtual activities and to organize them

Second, this course is prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, pre-class and in-class activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and practical application of more complex concepts, topics, examples, etc.

Learning material prepared consists of:

- literature for pre-class and in-class studies;
- descriptions of pre- and in-class activities;
- recordings of theoretical presentations with self-check activities and online consultations;
- graded assignments;
- discussion forums;
- additional interesting and useful literature.

Note: the difference between activities and assignments is – activities help you learn and prepare assignments, while assignments lead to the final grade of the course.

The following table explains how your learning outcomes and the planned activities and assignments are interrelated

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LO	Pre-class activities	In-class activities
Describe the main features of teacher and learner in online teaching, define the peculiarities of interaction and support systems in TEL;	<ul style="list-style-type: none"> - H5P recording with MC questions - Introductory activities for creating course community 	<ul style="list-style-type: none"> - Introductory activities for creating course community - Activity/discussion on today's teacher characteristics and roles – seeking to finalize the join profile - Group activity: Creating a list of arguments for teacher support, based on theoretical principals presented
Plan and organize online teaching and learning in organizations, applying various methods and tools;	<ul style="list-style-type: none"> - H5P recording with MC questions 	<ul style="list-style-type: none"> - Discussion on the differences of the concepts - Using the provided template plan your assignments
Motivate learners while organizing TEL activities	<ul style="list-style-type: none"> - H5P recording with MC questions 	<ul style="list-style-type: none"> - Activity: Motivate an online learner
To assess TEL organization and ensure its quality	<ul style="list-style-type: none"> - H5P recording with MC questions 	<ul style="list-style-type: none"> - Activity in groups on the online course assessment
Actively participate in virtual activities and to organize them	<ul style="list-style-type: none"> - H5P recording with MC questions 	<ul style="list-style-type: none"> - Participation in online learning week webinars - Assignment: Moderate discussion forum

The main course topics and assignments related to topics and dates are:

Topics	Week	Meetings online on Mondays at..	Activities/Assignments
Main course structure, topics and assignments. 5. Flipped classroom approach as the main method of learning in the course.	1	Date and time of introductory lecture...	Pre-class activity: <ul style="list-style-type: none"> - Introduce yourself in <i>padlet</i> (link provided in <i>Moodle</i>), following the questions indicated there In-class activities <ul style="list-style-type: none"> - Introductory game by answering to qs using the cameras - Discussion on the Introductory topic of (1) FC approach
Post/pre-class activities <ul style="list-style-type: none"> - Getting to know each other: provide a comment in the padlet for a student intro - Watch the H5P recording with MC questions on topic 2 			
6. Main concepts of TEL and Planning of TEL activities	2	Date	In-class activity <ul style="list-style-type: none"> - Discussion on the differences of the concepts - Assignment: Plan your assignments using the provided template (select the activities

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Topics	Week	Meetings online on Mondays at..	Activities/Assignments
			that would lead to your active participation; mark the deadlines in the calendar) Submit the Assignment 1 in Moodle (individually, by ... the latest)
7. Teaching online peculiarities	3	Date	Pre-class activity <ul style="list-style-type: none"> - H5P video on how to prepare a good presentation - Select the time for your presentations In-class activity <ul style="list-style-type: none"> - Discussion on the topics for presentations, their relations to webinars, planning peculiarities
8. TEL methods: active vs passive	4	Date	Pre-class activity <ul style="list-style-type: none"> - H5P video on how to TEL methods In-class activity <ul style="list-style-type: none"> - Separating active and passive T&L methods, providing examples for them
9. Interaction and interactivity. Communication between teacher and learner online	5-7	Date	Pre-class activity <ul style="list-style-type: none"> - H5P video on what is the difference of interaction and interactivity In-class activity <ul style="list-style-type: none"> - Assignment: Students' presentations on...dates
10. The moderation of TEL activities	8	Date	Pre-class activity <ul style="list-style-type: none"> - H5P video on how to select a good topic for discussion and how to moderate it In-class activity <ul style="list-style-type: none"> - Discussion on peculiarities of moderation - Assignment: Create an online discussion forum - Assignment: Participate in colleagues discussion forum Note the deadlines in Moodle

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Topics	Week	Meetings online on Mondays at..	Activities/Assignments
11. The role of the teacher in the online course	9	Date	<p>Pre-class activity</p> <ul style="list-style-type: none"> - H5P video on teacher as facilitator role - Assignment: Moderate your own discussion forum <p>In-class activity</p> <ul style="list-style-type: none"> - Activity/discussion on today's teacher characteristics and roles – seeking to finalize the joint profile
12. The importance of motivation in online teaching	11	date	<p>Pre-class activity</p> <ul style="list-style-type: none"> - H5P video on how to motivate a learner in online activity <p>In-class activity</p> <ul style="list-style-type: none"> - Motivate an online learner - Discussion on their own motivation to learn and the challenges faced
<i>Participation in online learning week webinars (dates to be confirmed)</i>	12-13	date	<p>Pre/post-class activity</p> <ul style="list-style-type: none"> - Reflection in blog on the webinars (<i>optional for Assignment 4</i>)
13. TEL support systems	14	date	<p>Pre-class activity</p> <ul style="list-style-type: none"> - H5P video on support systems and types <p>In-class activity</p> <ul style="list-style-type: none"> - Group activity: Creating a list of arguments for teacher support, based on provided questions
14. Quality assurance of online courses	15	date	<p>Pre-class activity</p> <ul style="list-style-type: none"> - H5P video on quality assurance of online course <p>In-class activity</p> <ul style="list-style-type: none"> - Activity in groups on the online course assessment following provided tool

The link to video-conferencing room - ...

The final grade includes these assignments:

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Assessment of learning (course assignments leading to final grade)	Grade	Weight	Total
1 assignment – the plan	10	10%	70 %
2 assignment – the presentation (midterm)	10	20%	
3 assignment – forum moderation	10	20%	
4 assignment – active participation (at least 6 “in class” activities)	10	20%	
Exam (online test)	10	30 %	30 %
Total	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. If you prefer synchronous consultations, please register for them in Moodle. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well (Reflections may be submitted as part of the Assignment 4). Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

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Vytautas Magnus University
The study guide for the course
Environmental Management

Teachers:

Assoc. Prof. dr. Rasa Pakeltienė (more information [CRIS](#))

Dr. Daiva Urmonienė (more information [CRIS](#))

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- describe the basic principles of business management, awareness of environmental management, the company management system, corporate social responsibility.
- characterise essence of cleaner production and the development of its benefits, organic products, to reveal core principles.
- identify environmental management systems, to define their certification incentives and benefits to the enterprise.
- describe the ecological significance of marketing in increasing environmental awareness, the ecological essence of customer loyalty behaviour.
- describe the essence of a modern waste management, management principles and techniques. Identify the causes of the ecological risks, to understand their forms of government.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics and assignments are:

Content (topics)	Study week	Meetings/lectures	Assignments
Introduction of the Course	Week 1	according to schedule F2F online	Task: ! Presentation on the topic "Why the environment"

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			management is important to me and to my country". Self-Assessment of Threshold Knowledge Assignment
Topic 1. Environmental management of the company	Week 2	according to schedule F2F online	Individual Tasks: 1. 1. The importance of environmental management: seven essentials 1.2. The essentials of the importance of environmental management in the company: explain your choice.
Topic 2. Cleaner Production Process Management	Week 3	according to schedule F2F online	! Presentation Individual Presentation 2.1. Case study of the companies in your represented country
Topic 3. Eco-design of the product	Week 4	according to schedule F2F online	! Presentation Individual Presentation 3.1. Infographics 3.2. Quick Guide to Sustainable Design Strategies
Topic 4. Communication on the European Green-Deal	Week 5	according to schedule F2F online	! Discussion Discussion in writing 4.1. Criticism on European Green-Deal / Case study
Topic 5. Total Quality Management / Ecological marketing	Week 6	according to schedule F2F online	Self-Assessment of Threshold Knowledge Assignment
Course assignment	Week 7	according to schedule F2F online	! Game Game integrating course knowledge
EXAMINATION	DATE	online	ONLINE TEST

Online video meetings will take place online at

<https://openstudies.vdu.lt/study/mod/bigbluebuttonbn/view.php?id=13402>

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During the course, you will have to perform **2** Individual Presentation, **1** team game, participate in discussions. Then you will have to pass the exam:

<i>Activities</i>	<i>Weight</i>	<i>Total of the final mark</i>
Individual Presentation	10 % each	20 %
Team game	20 %	20 %
Discussion	25 %	10 %
Exam	50 %	50 %
Total:	100 %	

Assignment criteria and weights

<i>Activities</i>	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
Individual Presentation	<ul style="list-style-type: none"> - Content - Visualization - Presenter - Answers 	4 2 2 2	10 %
Team game	<ul style="list-style-type: none"> - Each group member identifies at problems and solutions - group establishes a collaborative document for development of joint discussion 	6 4	20 %
Discussion	<ul style="list-style-type: none"> - Content - Answers - Questions 	4 4 2	10 %
Exam	50 %	50 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The **time the teacher will be connected is Thursday, at 14 – 15 CET**.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well.

Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

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Vytautas Magnus University
The study guide for the course
Group processes and dynamics

Teacher: prof. Genutė Gedvilienė

Prof. G. GEDVILIENĖ works at the Department of Education and Politics, in the Academy of Education, Vytautas Magnus University. As a professor she is also a member of the VMU Senate and the Council of the Academy of Education, and a Chair of the Lifelong Learning Research Cluster Council. Research The research focuses on the development of general competences of adults, the problems of applying group learning methods, the dynamics of the group learning process, learning assessment and self-assessment at different institutional levels, development of interactive technologies. Conducting research on social and cognitive competences, social competences, teachers' needs for professional development. She is also a Member of the Board of the Lithuanian Adult Education Association, and a member of EDEN Digital Learning Europe and Lithuanian Distance and e-Learning (LieDM) Association.

After completing this course, students will be able to:

- explain the essential characteristics of group processes and group dynamics;
- characterize what is a collaborative group and team;
- formulate group learning aims and demonstrate collaborative group learning skills;
- describe social and cognitive development in collaborative group work;
- apply various collaborative group educational methods organizing adult education;
- evaluate collaborative group and team learning.

The course is divided into themes, with readings, slides and assignments for each theme. Some topics also contain additional literature for more detailed study. The readings are the core material of the course, presented in the Moodle virtual learning environment, and it is not necessary to search for others. The table gives more details on which topics are needed to be analysed in a flipped classroom approach and when. Slides based on the readings have been prepared and will be shown and discussed during the video lectures, commenting on the readings. They are intended to reinforce the material read. Students are expected to come to the videoconference meetings familiar with the readings. We will analyse the problematic points during the videoconference sessions. Self-assignments for some topics are designed to review and check that the material has been correctly understood. Throughout the semester, lectures and tutorials will be conducted using the TEAMS tool. Students are expected to participate in the videoconference sessions, organized as lectures or tutorials, to complete the assignments on time, and to express their thoughts in the discussion forum.

The course is delivered online in Moodle and meetings in Teams. The *learning materials in Moodle include:*

Theoretical readings, documents, videos for flipped study before, during and for self-directed learning; descriptions and criteria for practical exercises to be carried out before and during

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lessons; videos and links to video material; requirements for project preparation; link to videoconferences, real-time discussions, discussion forums; links to readings, videos and various assignments.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			<i>In class activities:</i> intro and agreements
Topic 1 – Theoretical basis of collaborative learning in groups in flipped class: <ul style="list-style-type: none"> - <i>Historical origins of collaborative learning;</i> - <i>Classification and concept of the collaborative learning in flipped class</i> - <i>Collaborative groups characteristics and essence.</i> - <i>Group dynamics in collaborative learning in flipped class.</i> 	Week 1- 2	Febr. 1,8 <u>18.00 – 19:30 (online)</u>	<i>Pre-class activities:</i> <ol style="list-style-type: none"> 1. Source analysis 2. Video review <i>In class activities</i> <ol style="list-style-type: none"> 3. Reflection and discussions on topic 1
Topic 2 – Collaborative learning processes and their characterization in flipped class: <ul style="list-style-type: none"> - <i>Collaborative learning in groups processes and their characterization.</i> - <i>Personality and group,</i> - <i>Collaboration and communication,</i> - <i>Relationships of collaborative groups, change and dynamics of relationships</i> - <i>Groups stage of development in flipped class</i> 	Week 3- 4	Febr. 15, 22 <u>18.00 – 19:30 (online)</u>	<i>Pre-class activities:</i> <ol style="list-style-type: none"> 1. Source analysis 2. Video review <i>In class activities</i> <ol style="list-style-type: none"> 3. Reflection and discussions on topic 2
Topic 3 – Collaborative learning in groups learning aims formulation (academic and social) in flipped class: <ul style="list-style-type: none"> - <i>Collaborative learning aims of groups (academic and social) in flipped class.</i> 	Week 5 - 6	March 1,8 <u>18.00 – 19:30 (online)</u>	<i>Pre-class activities:</i> <ol style="list-style-type: none"> 1. Readings from textbook 2. Reflect on readings using discussions points from end of chapter. <i>In class activities:</i> <ol style="list-style-type: none"> 3. Reflection and discussions on topic 3 and topics 1-3
MIDTERM	Week 7	March 15 <u>18.00 – 19:30 (online)</u>	<i>In class activities/assignments:</i> Qualitative tasks and solving pedagogical situations
Topic 4 – The changes of social and cognitive abilities in collaborative learning in flipped class: <ul style="list-style-type: none"> - <i>Dimensions of social skills.</i> - <i>Change in cognitive abilities when working in collaborative groups.</i> 	Week 8- 9	March 22, 29 <u>18.00 – 19:30 (online)</u>	<i>Pre-class activities:</i> <ol style="list-style-type: none"> 1. Read the textbook and listen to the video lecture. 2. Reflect on what you have read, using the discussion

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			points at the end of the chapter. <i>In class activities:</i> 3. Reflection and discussions on topic 4 <i>Teamwork (group project) presentation – March 29</i>
Topic 5 - Collaborative learning design activities in the flipped classroom: - <i>Methods and variety of cooperative learning in groups (flipped design analysis).</i> - <i>The organisation of the collaborative learning process: selection of members, forms of organisation, evaluation of effectiveness.</i> - <i>Teachers' cooperative learning activities.</i>	Week 10 - 12	<u>April 5, 12, 19</u> <u>18.00 – 19:30 (online)</u>	<i>Pre-class activities:</i> 1. Reviewing and analysing readings from the textbook and video lecture. 2. Reflect on the readings using the discussion points at the end of the chapter. <i>In class activities:</i> 3. Creative work in remote groups.
Topic 6 - Collaborative learning in learning processes evaluation: - <i>Assessment methods of collaborative learning</i>	Week 13 - 14	<u>April 26, May 3</u> <u>18.00 – 19:30 (online)</u>	<i>Pre-class activities:</i> 1. Source analysis 2. Video review <i>In class activities:</i> 3. Reflection and discussions on topic 6 4. Presentations of 6 practical tasks.
Overview of course topics, general discussion	Week 15	<u>18.00 – 19:30 (online)</u>	<i>In class activities:</i> Discussions, reflection.
EXAMINATION	Date to be provided	<u>18.00 – 19:30 (online)</u>	Open-ended and closed-ended test tasks

Online video meetings will be held online at the address provided in Moodle

Presentation of practical tasks:

1. Teamwork (group project). **March 29, 18:00**
2. **Practical task** (6 tasks are performed in groups on the principle of flipped classes). **April 26, 18:00.**

During the course, you will have to perform self-control tasks individually and in teams.

You will also have to complete mid-term and exam assignments (according to the due dates indicated in Moodle).

Assignments	Weight	Total of the final mark
practical task	15%	15%
teamwork	20 %	20 %
mid-term	25%	25%

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exam	40 %	40 %
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Teamwork (group project).	- The team chooses a real-life problem and submits a project.	2	20 %
	- A mind map is used for project preparation to identify the problem. Presents all phases of the project.	2	
	- Presents all the steps and actions of the project development process.		
	- Provides used sources, links to video materials, practical activities.	2	
	- Also provides useful schematics, pictures, photos, etc. various illustrations.	1	
	- In the project, all team members present the container and the result of the project.	2	
	- It also provides a timeline of team member activities.	1	
Practical task (6 tasks are performed in groups on the principle of flipped classes).	- There is collaboration in the group.		15 %
	- Each member of the group withdraws to the performance of the tasks, then discusses together in the group.	2	
	- Prepares a joint group presentation about 6 completed self-control tasks.	6	
Mid-term	- Each group submits a presentation to the system by the scheduled time.	2	25 %
	- Settlement of three topics on a practical basis.	3	
	- Qualitative/reflective tasks are performed.	3	
Exam	- Pedagogical situations are solved.	4	40 %
	- Qualitative tasks from the topics 4-6 are performed.	3	
	- Creative tasks are performed in connection with the analysed theory.	3	

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	- Reflective pedagogical situations are solved.	4	
Total:	100 %		

To achieve good study results, using an innovative flipped classroom method, involving technological digital elements, we need to understand and agree upon our responsibilities and roles in the study process:

The teacher undertakes:

- To conduct visible lectures (introductory and final lectures in the auditorium) and lead activities in videoconferences (the lecture plan is provided in the student handbook in the calendar)
- To provide consultations in the forum of virtual study environment Moodle, meetings in Teams, and extra pre-planned consultations on the agreed day or hour.
- To evaluate all tasks and independent assignments submitted for evaluation in time;
- To organize colloquium and exam settlements.

The student undertakes to:

- To follow the activities that are presented in the student handbook with the aim of informing the teacher if you fail to access study materials.
- To consult with the teacher about the study content.
- To complete all tasks in time or to inform the teacher within a week before the task deadline, if there is no possibility to complete tasks in time.
- To participate in settlements in an obvious way or agree on individual participation with the course teacher no later than 2 weeks before the settlement date.
- Independently and consistently perform all tasks.
- Participate in individual, pair and group activities and discussions, during the videoconference meetings (lectures).

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Vytautas Magnus University **The study guide for the course** **Non-formal adult learning**

Teacher: prof. Margarita Teresevičienė

Prof. Margarita Teresevičienė is the researcher of the Innovative Studies Institute at Vytautas Magnus University. Her research area: adult learning, recognition of prior learning, technology enhanced learning. She has acted as expert in the field of adult education Ministry of Education, Sports and Science, Republic of Lithuania; expert for Research Council of Lithuania. She is a President of Lithuanian Distance and e.learning (LieDm) association and member of Lithuanian Adult Education association.

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- be aware on the main strands of adult learning: policy documents, strategies and legal frameworks;
- Critical analyse non-formal adult education the legal framework and policy documents;
- Understand the assessment and recognition of non-formal and informal learning;
- Communicate and collaborate in a group;
- Seek information and plan non-formal adult learning activities

Second, this course (or topics x-y) are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;

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- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			
i. Introduction on the course and flipped class	Week 1	Aug. 25 (F2F)	Prepare for next meeting - watch video on adult learning (link is in the Moodle)
ii. The concept of non-formal adult learning	Week 2	<u>Sept. 8</u> <u>19.00 – 20:30 CET</u> <u>(online)</u>	
iii. Non-formal adult learning (AL) and social context	Week 3	<u>Sept. 22</u> <u>19.00 – 20:30 hour CET</u> <u>Sept. 29</u> <u>19.00 – 20:30 hour CET</u>	Pre-class: Read indicated article and marking the most important points/arguments and questions. In-class: Discuss the article (everyone raises at least one point or question, demonstrating they have read the article).
iv. Non-formal adult education policy	Week 4 - 5	<u>Oct. 06; 13</u> <u>19.00 – 20:30 hour CET</u>	Pre-class: reading on policy documents and self check test in Moodle In-class: Prepare a group presentation on: - Which public authorities are responsible for managing and regulating non-formal adult education? How do these responsibilities manifest themselves?
v. Adult participation in non-formal education and continuing education.	Week 6 – 7	<u>Oct. 20; 27</u> <u>19.00 – 20:30 hour CET</u>	Pre-class: reading UNESCO documents on LLL. In-class: comments from the teacher and discussion with students
MIDTERM	Week 8	<u>Nov. 03</u> <u>19.00 – 20:30 hour CET</u>	ONLINE TEST in Moodle
vi. Motivation for learning, Adult learning accessibility	Week 9	<u>Nov. 10</u> <u>19.00 – 20:30 hour CET</u>	Pre-class: Listening to assigned podcasts, watching movies and videos, learning facts about the non-formal AL
vii. Adult learning capacities.	Week 10 - 12	<u>Nov. 17; 24</u> <u>19.00 – 20:30 hour CET</u>	

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			In-class: collaborative problem solving on adults motivation for learning; practically applying acquired knowledge
iii. Financing non-formal learning	13 week	<u>Dec.13</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Pre-class: readings on financing of non-formal AL and self check test in Moodle In-class: In a group, draw up a mind-map outlining the directions for improving the financing of non-formal education.
ix. Learning supply and demand models, their advantages and disadvantages.	14 week	<u>Dec. 08</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Discussion with whole group.
x. Overview of the course	15 week	<u>Dec. 15</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Feedback, reflections
EXAMINATION	DATE	<u>Dec. 22</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	ONLINE TEST in Moodle

Online video meetings will take place online at MSTEams

The dates for group work presentation:

Teamwork (group presentation on Non-formal AL policy) – **Oct. 13, at 19.00 hour CET**

Practical task 1 (collaborative problem solving). **Nov. 24, at 19.00 hour CET**

Practical task 2 (mind-map outlining the directions for improving the financing of non-formal AL) - **Dec. 13 at 19.00 hour CET**

During the course, you will have to perform 5 pre-class activities, and prepare **2** practical tasks in groups and **1** team work. Then you will have to pass mid-term test and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 practical tasks	10 %	20 %
teamwork	30 %	20 %
mid-term	20 %	20 %
exam	40 %	40 %
Total:	100 %	

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Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Teamwork – group presentation	<ul style="list-style-type: none"> - Group establishes a collaborative document for development of joint presentation - The presentation is uploaded on Moodle. - Group presentation is made including every group member - Every group member contribute with ideas Which institutions run non-formal adult education in the countries? Are non-formal adult education services also provided by formal education institutions? - Group develops the joint presentation on which public authorities are responsible for managing and regulating non-formal adult education? - Pictures are included 	<p>2</p> <p>1</p> <p>1</p> <p>2</p> <p>3</p> <p>1</p>	20 %
Practical task 1 (collaborative problem solving).	<ul style="list-style-type: none"> - Decisions on adults motivation for AL are indicated; - acquired knowledge from readings are practically applied; - Various target groups of adults are analysed. - The presentation from the group is uploaded on Moodle. 	<p>1</p> <p>1</p> <p>2</p> <p>1</p>	10 %
Practical task 2 (group work). Mind mapping. mind-map outlining the directions for improving the financing of non-formal AL)	<ul style="list-style-type: none"> - Trends on financing of non-formal AL are identified and marked as categories in the mind map; - Social, political and responsibilities are described by sub-branches in the mind map; - The levels of financing are included and described 	<p>2</p> <p>1</p> <p>1</p> <p>1</p>	10 %

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	- The mind map is presented online, using digital tool		
Mid-term	20 %	20 %	
Exam	40 %	40 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let's study, share and improve!

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Vytautas Magnus University
The study guide for the course
Spanish language A1

Teacher: lecturer Rima Sabaliauskienė

Short presentation

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- use lexical units, grammatical structures, pronunciation and intonation patterns appropriate to level A1;
- read and understand simple texts, dialogues, e-mails, postcard text, simple informative texts;
- understand very short, adapted audio and video recordings, simple instructions, phrases and commonly used words related to the basic needs;
- speak about common everyday topics using very simple phrases;
- ask simple questions on familiar topics about basic needs and answer such questions;
- briefly and simply describe oneself and one's environment; to write a short postcard; to fill in simple forms.

Second, the topics 9 and 11 of this course are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main vocabulary and grammar before our meeting, where in-class activities guide you in deeper learning and practising this vocabulary and grammar constructions in everyday life situations.

Learning material is prepared to acquire these learning skills. It consists of:

- ✓ course book and exercise book;
- ✓ written and video material for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful activities.

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The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1. Introduction on the course and flipped class UNIDAD 1. Introduction, getting to know each other, personal information. Alphabet, pronunciation rules, accentuation. Personal pronouns. Verb SER. Numbers 1-10. Indicative article, noun gender and number.	Week 1	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
UNIDAD 2. Personal information (country, nationality, hobbies, spoken languages, age, date of birth); date-months and seasons. Group I of regular verbs, verb TENER, numbers up to 30, negation, indefinite article, interrogatives ¿quién?, ¿por qué?...	Week 2-3	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	Written assignment
UNIDAD 3. Occupations and jobs, studies, group II and III of regular verbs, verbs <i>estar</i> and <i>hacer</i> , demonstrative adjectives, use of the preposition <i>en</i> , days of the week, colours.	Week 4	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
UNIDAD 4. Talk about tapas, ordering at the bar, expressing wishes and preferences, buying food, food packaging and units of measure, talking about dishes: what they consist of, numbers up to 100, talking about addresses - ask and answer where you live. Plural indefinite article, verb GUSTAR.	Week 5	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	Oral assignment Dialogue exchanging personal information
UNIDAD 5. Family and marital status, human appearance and character, possessive adjectives (my, your...), verb LLAMARSE, questions ¿cuánto?, ¿cuándo?, adjective gender and number	Week 6	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
UNIDAD 6. Talk about your neighbourhood, ask and answer what is/isn't in your city, ask/answer where a city object is, talk about addresses, means of transport. Use of the verbs HAY and	Week 7	Monday, Tuesday, Thursday, Friday 8.00-8.45 or	

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ESTAR, prepositions A and DE, use of irregular verbs IR and PODER. Use of MUY and MUCHO.		9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
MIDTERM	Week 7-8	In class	WRITTEN
UNIDAD 7. Talking about daily activities, talking about daily routines, schedules; asking and answering what time it is; saying how often you do something; talking about leisure time. Stem-Changing Verbs in the Present Tense (O-UE, IE, E-I), irregular verbs with a change in the first person, use of <i>antes</i> and <i>después</i> .	Week 8	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
UNIDAD 8. Talking about what interests you, what you like, expressing approval, disapproval; booking a hotel room; talking about the past. Use of indirect object pronouns, <i>gustar</i> and <i>encantar</i> , pretérito perfecto.	Week 9	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
UNIDAD 9. Talking about clothes, their colours, materials, buying in a shop, ordering in a restaurant; asking for something. Prepositions <i>a</i> and <i>de</i> , numbers from 100, demonstrative adjectives, use of <i>otro</i> and <i>más</i> , sentences with the conjunctions <i>que</i> and <i>donde</i> , direct object pronouns.	Weeks 10-11	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	Pre-class: watching video on Youtube and self-check exercises for vocabulary practice self-check test in Moodle In-class: collaborative activities in groups Oral assignment in groups (buying clothes or ordering food in a restaurant)
UNIDAD 10. To talk about plans and intentions; to talk about the weather; to make, accept or reject an offer; to arrange a meeting; to express necessity; to describe a place. Use of <i>IR+A+infinitive</i> , to talk about the future, use of <i>quedar</i> and <i>quedarse</i> , use of <i>tener que+infinitive</i> , verb <i>CONOCER</i> .	Week 12	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
UNIDAD 11. Describe the housing; evaluate and compare; ask for the address; give directions to get from one place to another. Constructions used to express evaluation <i>¡qué+más+adjective</i> , higher and highest degrees of an adjective, verb <i>SEGUIR</i> .	Week 13	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	Pre-class: video on Youtube Self-check exercises for vocabulary practice In-class: collaborative activities in pairs asking and giving directions

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			Oral assignment in pairs (asking for directions and giving instructions)
UNIDAD 12. Talking about major life events; talking about the past; inviting someone to a party and responding to the invitation; evaluating skills. Pretérito indefinido, complemento directo, use of SABER and PODER.	Weeks 14-15	Monday, Tuesday, Thursday, Friday 8.00-8.45 or 9.00-9.45 In class lectures Wednesday – asynchronous lectures on Moodle	
EXAMINATION	DATE	In -class	WRITTEN

Online video meetings will take place online. The link is provided in Moodle.

The dates for Moodle, oral and written assignments:

On Wednesday you will find a task with new material and a test. The test should be done until the date indicated in Moodle.

Written assignment 1: 23 February.

Oral assignment 1: 9-10 March. One week before, please choose your time and register in Moodle scheduler.

Midterm: the date will be announced two weeks before.

Oral assignment 2: 24-25 April. One week before, please choose your time and register in Moodle scheduler.

Oral assignment 3: 9 May

During the course, you will have to perform 2 pre-class activities, and prepare 3 oral assignments. Every Wednesday you will have to read or watch new material on Moodle and to do a test. Then you will have to write one written assignment and pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
3 oral assignments	10 % each	30 %
1 written assignment	10 %	10 %
14 Moodle tests on Wednesdays		10 %
mid-term	20 %	20 %
exam	30 %	30 %
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Oral assignment 1	- Use of vocabulary (using words not only from past material, but also adapting new ones to fit current information)	2	10 %
	- Grammar (correct use of past grammatical structures)	2	
	- Fluency	2	

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	- Relevance of the content to the requirements of the task	2	
	- Correct pronunciation, accentuation and intonation	2	
Oral assignment 2 and 3	- Use of vocabulary (using words not only from past material, but also adapting new ones to fit current information)	2	10 % and 10%
	- Grammar (correct use of past grammatical structures)	2	
	- Fluency	2	
	- Relevance of the content to the requirements of the task	2	
	- Correct pronunciation, accentuation and intonation	2	
Written assignment	- The score is 50 points		10 %
Quiz	- average of all test scores		10 %
Mid-term	20 %		20 %
Exam	30 %	30 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in synchronous way, answering your questions. The time for online consultations is indicated in Moodle scheduler, please register in at least one day before. The link to online consultations is provided on Moodle.

Let's study, share and improve!

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IO5 – video recordings

Links to video recordings:

Partner institution	Link
SU	https://www.youtube.com/watch?v=SY01yKDPI4M
USilesia	https://www.loom.com/share/95e87e26b6344145a31bf8a2b1590c9f
VMU	https://www.youtube.com/watch?v=2672hieH_OE