МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені І. І. МЕЧНИКОВА
ФАКУЛЬТЕТ РОМАНО-ГЕРМАНСЬКОЇ ФІЛОЛОГІЇ
КАФЕДРА ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ

# ВПРОВАДЖЕННЯ МЕТОДУ ПРОЕКТІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

МЕТОДИЧНІ ВКАЗІВКИ

до практичних занять та самостійної роботи з навчальної дисципліни “Впровадження методу проектів у закладах вищої освіти” для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності 035 Філологія спеціалізації 035.041 Германські мови та літератури (переклад включно), перша – англійська

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**В 805** **Впровадження** методу проектів у закладах вищої освіти : методичні вказівки до практичних занять та самостійної роботи здобувачів вищої освіти першого (бакалаврського) рівня за спеціальністю 035 «Філологія», спеціалізацією 035.041 Германські мови і літератури (переклад включно), перша − англійська. / уклад. О. В. Хромченко. − Одеса : Олді+,2023. − 56 с.

У методичних вказівках представлено систему завдань для практичних занять та самостійної роботи з навчальної дисципліни «Впровадження методу проектів у закладах вищої освіти» здобувачів першого (бакалаврського) рівня вищої освіти за спеціальністю 035 «Філологія», спеціалізацією 035.041 Германські мови і літератури (переклад включно), перша − англійська. Метою методичних вказівок є формування у здобувачів вищої освіти глибокого розуміння та практичних навичок щодо використання методу проектів у навчальному процесі вищої освіти. У методичних вказівках представлено базові теоретичні положення до кожної теми, завдання до практичних занять та самостійної роботи з інструкціями щодо їх виконання.

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**ЗМІСТ**

# ПЕРЕДМОВА

Сучасний світ вимагає від вищих навчальних закладів надавати здобувачам вищої освіти не лише фундаментальні знання, а й практичні навички, які дозволять їм стати успішними професіоналами та активними громадянами. В цьому контексті, метод проектів стає одним із ключових інструментів для досягнення цієї мети.

Методичні вказівки "Впровадження методу проектів у закладах вищої освіти" присвячені вивченню цього важливого педагогічного методу та його застосуванню у сучасному університетському навчанні. Метод проектів допомагає студентам розвивати критичне мислення, здатність до самостійного навчання, спільну роботу в командах та здібності до розв'язання складних завдань. Впровадження методу проектів - це захоплюючий крок до покращення освітнього процесу та підготовки молодого покоління до викликів сучасного світу. Ми пропонуємо практичні поради та стратегії для впровадження методу проектів в навчальний процес вищої освіти. Ми розглядаємо крок за кроком, як створити і впровадити проекти, як обрати відповідні завдання для студентів та як оцінювати їхні досягнення.

За кожною темою запропоновано базові положення, котрі віддзеркалюють найважливіші позиції відповідно до тем змісту навчальної дисципліни, а також завдання до практичних занять та самостійної роботи, які супроводжуються інструкціями щодо їх виконання.

У «Додатках» наведено таблицю розподілення годин на практичні заняття за кожною темою (Додаток А), самостійну роботу за кожною темою (Додаток Б), розподіл балів, які отримують здобувачі вищої освіти за кожною темою (Додаток В), та шкалу оцінювання (Додаток Г).

## ЗМІСТОВИЙ МОДУЛЬ 1. Introduction to Project-Based Learning (PBL).

### Theme 1. Understanding the fundamentals of project-based learning. Exploring the benefits of PBL in higher education. Identifying key characteristics and components of effective project-based learning.

*"An idea that is developed and put into action is more important than idea that exists only as an idea."*

*Gautam Buddha*

**Базові положення:**

Project-based learning draws its foundations from constructivist learning theories proposed by renowned educational theorists like Dewey, Vygotsky, Piaget, and Freire. In particular, PBL can be traced back to inquiry-based learning, a teaching approach rooted in constructivism. Inquiry-based learning is characterized by active participation and prioritizes student-centered methods, emphasizing critical thinking, questioning, and problem-solving (Barron & Hammond, 2008). Its goal is to engage students at a deeper level of comprehension compared to traditional teaching methods like lectures. As Lucas Education Research (2017) suggests, the inquiry-based model aligns with fundamental principles of how people learn, including the importance of relevance, explicit cultivation of metacognition, creativity, transferable skills and knowledge, and addressing misconceptions.

PBL revolves around tackling real-world issues and challenges to facilitate profound learning. According to Thomas (2000), PBL projects typically involve students in activities such as design, problem-solving, decision-making, and extended investigations. In this approach, teachers serve as facilitators, granting students autonomy, and projects often conclude with presentations or the creation of tangible products. Research on PBL has indicated that students who participate in PBL tend to acquire more factual knowledge compared to those in traditional learning settings (as cited in Barron & Hammond, 2008).

The Buck Institute for Education, a prominent PBL researcher, conducted an analysis of literature reviews spanning from 1984 to 2017 and discovered that PBL can enhance student learning, especially in social studies and science, and to some extent in mathematics and literacy. Another literature review conducted and published by Lucas Education Research concluded that while PBL shows promise in improving student outcomes, it has not been definitively proven. Nevertheless, Condliffe's working paper did reveal that PBL approaches positively impact student engagement, motivation, and self-efficacy.

It is crucial for implementers of PBL to recognize that there are substantial challenges associated with its successful deployment. Barron and Darling-Hammond (2008) stress the importance of meticulous planning, the use of collaboration strategies to enhance small group interactions, and continuous assessment through formative feedback. Further research is necessary to establish a solid link between PBL and improved student outcomes and to establish best practices for its implementation across various grade levels.

Historical review in Ulrich (2016) stated that the concept of project-based learning comes from the great ideas of an academic and philosopher, John Dewey. He argued that students could gain practical and efficient knowledge when experiencing and practicing things related to real life context. Dewey's concept is known further as "Learning by doing". In addition, Dewey also proposed that experience is the best way for students to gain knowledge . John Dewey's theory has been widely developed in various learning concepts; one of which is a project-based learning initiated by William Kilpatrick (1871-1965). Project-based learning was further developed in a variety of language learning researches, one of which was by Kovalyova et al. who conducted a research on the implementation of a project-based learning for English speaking skills. The research results identified an improvement in vocabulary acquisition, grammatical understanding, and students' reading and writing skills. Meanwhile, based on the research results conducted by the Buck Institute for Education (BIE) in 2016, it revealed that project-based learning could direct students to achieve 21st-century skills, namely 4C skills (Communication,

Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation), character values and higher-order thinking skills. Therefore, we can assume that the implementation of project-based learning in language will promote students to have effective communication skills, both speaking and writing skills.

The project-based learning is a teaching model that puts emphasis on assigning tasks, particularly in the form of projects that can lead students to experience an inquiry process. Hence, it is expected that students will be able to develop knowledge, skills and attitudes as the assessment basis for teachers. Nevertheless, not all learning models resulting in a project are categorized as project-based learning.

Furthermore, Heitmann distinguishes between learning ended with a project and project-based learning. Learning ended with a project is an extension of the knowledge implementation which students have gained in the classroom. Generally, a project is assigned at the end of a lesson, so the project is completed without observing the inquiry process. So far, this kind of project is often assigned by teachers, and it can be done individually or in a group.

On the other hand, a project in the project-based learning has distinctive characteristics. Mayer explained the differences in the project-based learning and project given at the end of the learning in terms of process and the project results. The differences are illustrated in the following table.

**Table 1. The Differences between Learning Ended by Projects and Project-Based Learning**

| **Stages** | **Project-Based Learning** | **Learning Ended by Projects** |
|---|---|---|
| Process | Teacher's guidance/supervision and group members' collaboration are required during the process of doing the project. | The project can be done at home without a teacher's guidance and the group members' assistance |
| | Students have choices in the | Students do not have many |

| | | |
|---|---|---|
| | process of planning and doing PBL has roots in progressive educational philosophies, notably the work of John Dewey, who advocated for hands-on, experiential learning. Over time, PBL has evolved to integrate modern pedagogical principles and align with the demands of the 21st-century workforce. projects. | chances to make choices on every detail of the project. |
| | Projects are based on the essential questions by the teacher. | Projects are based on the teacher's instruction. |
| | Project is done through an independent inquiry process. | Project is done without an inquiry process. |
| Result | The project results are the answers to the essential questions. | The project results are the practice of students' knowledge. |
| | The project results are tested or presented to the general public (inside and outside the classroom) | The project results are submitted to teachers to assess. |
| | The project results assessment is based on the set of instructions prepared by the teacher or made specifically for the project. | The project results assessment is based on teacher perceptions. |

Project-Based Learning (PBL) is an instructional strategy that has evolved over the years to address the changing educational landscape. It places students at the

center of their learning experience by engaging them in authentic, real-world projects. In higher education, PBL offers a promising avenue to prepare students for the challenges they will face in their careers and equips them with essential skills for success.

Project-Based Learning is an instructional approach where students learn through the completion of a project or solving a real-world problem. It is characterized by students' active engagement, collaboration, and the application of knowledge and skills acquired during the project.

PBL promotes active learning by immersing students in real-world projects, allowing them to apply theoretical knowledge to practical situations. This fosters a deeper understanding of the subject matter.

Research indicates that students engaged in PBL retain information more effectively than those in traditional lecture-based courses. Active involvement in projects leads to better memory retention.

PBL equips students with essential skills such as problem-solving, critical thinking, communication, and adaptability, enhancing their readiness for the workforce.

Collaborative learning is a central feature of PBL. Students work together on projects, developing teamwork and interpersonal skills that are invaluable in professional settings.

Through complex, real-world problems, PBL encourages students to think critically, analyze situations, and develop innovative solutions.

Students often exhibit higher motivation and engagement in PBL, as they see the direct relevance of their work to real-life scenarios, enhancing their intrinsic motivation to learn.

**Key Characteristics of Effective Project-Based Learning:**

**Clear Objectives.** Effective PBL projects have clear, well-defined objectives and learning outcomes, ensuring that students understand what they are expected to achieve.

**Authenticity.** Projects in PBL should mirror real-world challenges, providing students with meaningful experiences that can be applied beyond the classroom.

**Student Autonomy.** PBL empowers students to take ownership of their learning, fostering independence and self-directed exploration.

**Collaboration.** Collaboration is a cornerstone of PBL, encouraging students to work together, share ideas, and learn from one another's strengths and perspectives.

**Assessment.** Assessment in PBL should evaluate not only the final product but also the process, measuring not just the outcome but also the effort and problem-solving involved.

**Reflection.** Students should be encouraged to reflect on their learning experiences, enabling them to gain insights into their growth and areas for improvement.

To sum it up, PBL has roots in progressive educational philosophies, notably the work of John Dewey, who advocated for hands-on, experiential learning. Over time, PBL has evolved to integrate modern pedagogical principles and align with the demands of the 21st-century workforce. Project-Based Learning (PBL) is a pedagogical approach that has gained prominence in higher education for its potential to enhance student engagement, critical thinking, and real-world problem-solving skills. Project-Based Learning (PBL) is a dynamic educational approach that offers numerous benefits in higher education. It promotes active learning, improves retention, develops real-world skills, fosters collaboration, encourages critical thinking, and enhances motivation. Effective PBL is characterized by clear objectives, authenticity, student autonomy, collaboration, thoughtful assessment, and reflection.

**Завдання до практичних занять:**

1. What are the benefits and drawbacks of using PBL as a pedagogical tool for learning?
2. In what way does PBL impact student learning of course content?

3. What are teacher’s perceptions of PBL as a tool in the classroom?

4. What are the historical roots and educational philosophies that have contributed to the development of Project-Based Learning?

5. Could you provide examples of real-world projects or problems that students might engage with in a PBL environment in higher education?

6. How does Project-Based Learning promote active learning, and what are the benefits of active involvement in projects for students' understanding and retention of knowledge?

**Завдання до самостійної роботи:**

7. What essential skills do students acquire through PBL, and how do these skills enhance their readiness for the workforce?

8. Can you explain the role of collaboration in Project-Based Learning, and how does it contribute to students' development of teamwork and interpersonal skills?

9. In what ways does PBL encourage students to think critically, analyze situations, and develop innovative solutions? Can you provide specific examples?

10. What evidence or research supports the claim that students in PBL environments exhibit higher motivation and engagement compared to traditional lecture-based courses?

11. How can instructors effectively design and implement Project-Based Learning experiences in higher education, taking into account the diverse needs and backgrounds of students?

12. What challenges or barriers might educators face when implementing PBL, and what strategies can they use to overcome these challenges?

13. Are there any specific best practices or key components that are essential for successful Project-Based Learning in higher education?

## Theme 2. Designing Effective Learning Projects. Strategies for designing engaging and meaningful projects. Defining clear project goals, and objectives. Developing assessment criteria to evaluate project outcomes.

**Базові положення:**

Designing effective learning projects is a critical aspect of education, enabling students to engage deeply with course content and develop essential skills. Effective learning projects play a pivotal role in education. They provide students with opportunities to apply knowledge, develop critical thinking skills, and engage in hands-on, experiential learning.

**Strategies for Designing Engaging and Meaningful Projects:**

**Incorporating student interests.** Designing projects that align with students' interests and passions can significantly enhance engagement. This can be achieved through surveys, discussions, or allowing students to propose project topics.

**Real world relevance.** Projects with real-world relevance make learning more meaningful. Connecting course content to practical applications can increase students' motivation and sense of purpose.

**Choice and Autonomy.** Providing students with choices and opportunities for autonomy in project design fosters a sense of ownership and responsibility, motivating them to invest more effort into their work.

**Collaboration.** Encouraging collaboration among students by assigning group projects or incorporating peer reviews can enhance engagement through teamwork and diverse perspectives.

**Incorporating technology.** Leveraging technology, such as online platforms or multimedia tools, can make projects more engaging and relevant, catering to the digital generation of learners.

**The stages of the project-based learning** for language learning majorly consist of three main stages, **namely planning, implementation and reporting.** Furthermore, the three main stages of project-based learning result in eight learning activities. **Planning** consists of five activities, which are choosing a project topic, pre-communicative activities, asking essential questions, designing a project plan and creating a project timeline. **The implementation** comprises one activity, namely finishing the project. **Reporting:** there are two activities in this stage, namely assessing the project results and evaluating the project as well as evaluating project result and learning activity.

The following is the explanation of eight stages of project-based learning.

**Choosing Project Topic**

The first thing to do by teachers is choosing a topic. This stage aims to help students to understand the learning topic and objective.

The activities carried out in choosing the topic are as follows:

a. Teachers can use the topics in Basic Competence

b. Teachers stimulate students by showing pictures/videos/stories related to the topic

c. Teachers are expected to determine topics related to or associated with the students' real life, for instance: travel, holidays, school hygiene, teenage life, entertainment (music,films, and concerts), technology and sports.

The following is instructions or questions in the choosing topic stage to guide students to achieve **Higher Order Thinking Skills.**

a. Teacher engages the students to decide the topic by requiring them to observe the school facilities through questions from the Lower Order Thinking Skills (LOTS) to Higher Order

Thinking Skills (HOTS). The examples of the question are as follows:

“What are the facilities in our school?”

“What facilities do you often use?’’

“What do you think of the condition?”

“Why is the condition like that?”

“Why should we care about school facilities?”

Next, the teacher together with students decide the topic.

b. Teacher shows a video about a disaster. Then, the teacher gives questions from LOTS to HOTS. The examples are as follows:

“What does the video tell us about?”

“Why should we care about disaster mitigation?”

**Pre-communicative Activities**

Pre-communicative activities are carried out by the teacher at the beginning of the learning activities, including the introduction of new vocabulary and the language features required by students in working on the project. If the teacher considers that pre-communicative activities are not necessary, then the teacher can go directly to the next stage.

The stages of the pre-communicative activities aim to enable students to communicate in the target language and to support them in completing the project.

The following are activities which can be carried out in **pre-communicative activities.**

a. The teacher can provide vocabulary related to the topic, for example; teacher drills vocabulary related to tourism through songs.

b. The teacher can ask students to read a text and discuss it to learn the linguistic features in that text.

Instructions or questions in this stage which lead to HOTS achievement are as follows.

a. The teacher asks students to read two transactional texts. Then, the teacher gives questions related to the text. The examples of the questions are as follows.

“Mention a new vocabulary that you do not know.”

“What do you get from the first text and the second text?”

“Compare the first sentence in the first text and the second text, what is the difference?”

b. Teacher shows a video of dialogue between a buyer and a seller. Then, the teacher gives questions, such as:

“Who acts the dialogue above?”

“What is the topic of that dialogue?”

“Based on that dialogue, how to bargain?”

**Asking Essential Questions**

Essential questions are the main questions asked by the teacher that must be completed and answered by students through a project. The teacher prepares some essential questions before the learning process.

Preparing essential questions aim to make students understand the focus of the project, determine the type of project and direct the investigation process.

The activities that can be done to prepare essential questions, among others:

a. Teacher stimulates students at the beginning of the learning, for example, by showing an interesting video or presenting problems around them.

b. The teacher gives some questions to the students based on the video.

Here are the samples of essential questions from several different topics.

1) “What does a tourist do when visiting your area?”

2) “How to make all students maintain school hygiene?”

3) “How is the food quality in our canteen?”

4) “Who is your hero in your life?”

5) “How do we plan and go on travel on school holiday?”

**Designing Project Plan**

Activities of project designing include the project type selection based on the essential questions and the determination of activities in the inquiry process. In this process, the teacher plays a role as a facilitator to keep the project plan rational, logical and doable for the students.

The project designing activities aim to facilitate students in developing their critical thinking skills through the process of the type of project selection, problem solving as well as the skills to plan activities in the inquiry process.

The activities that can be carried out in designing a project planning are as follows.

a. Students decide the project type in groups.

b. Students decide and write activities carried out in the inquiry process in group.

c. The discussion result and agreement of the group is written in the project timeline.

**Creating Project Timeline**

The goal of creating a project timeline is to make students have skills in time management, self-management and teamwork.

In arranging a project timeline, there are some activities to do, such as.

a. Students make a timeline from planning to project reporting in groups.

b. Schedule arranged must state the activities, deadline and the person in charge.

c. After all groups finish arranging the schedule, the teacher collects the project timeline sheet from each group.

d. The project timeline sheet can be used by the teacher to monitor the project progress.

**Finishing the Project**

Finishing the project stage is the main part of project implementation. Students create a project, starting from the inquiry process until finishing the project. The purpose of this stage is to develop students' skills in processing data and information, solving the problems, improving independence, teamwork and communication skills between the groups and the society involved in the projects.

The activities carried out in this stage are:

a. students conduct inquiry activities based on the timeline;

b. students manage the obtained data from the inquiry process;

c. students create content for the project;

d. teacher provides every group to consult their progress;

e. students revise (if necessary) or finish the project.

**Assessing the Project Results**

Assessing the project results aim to ensure that all group members are responsible for their project results. The teacher can also evaluate students' performance and project results as a formative assessment.

Activities are done in assessing the project results are explained below:

a. Students present the project result and describe the production process.

b. The presentation can be performed using the target language.

c. The other group members can give questions on the project result.

d. If the project result is a drama, in this stage, the students perform the drama they have prepared.

e. Meanwhile, the teacher conducts a formative assessment to measure the project process and result on the rubric.

**Evaluating the Project**

Evaluating the project is an activity where the teacher reflects the activity by providing feedback for the project results, while the students reflect on the learning activities. This stage aims to make students share their difficulties during the project and measure their ability to do the project.

Activities that can be carried out in evaluating the project results and learning activities are as follows.

a. The teacher gives feedback on the project presented by students.

b. The teacher reflects the learning activities.

c. Students are given the chance to share their experience when working on the project.

d. Students are also given an opportunity to revise the project result.

Project **goals should be** specific and **measurable,** allowing both students and instructors to track progress and success effectively. Projects should align with course learning outcomes and objectives, ensuring that they contribute to the broader

educational goals of the course. Clear and explicit guidelines for project requirements and expectations help students understand what is expected of them, reducing ambiguity and frustration. Setting realistic project objectives that are attainable within the given timeframe ensures that students can successfully complete their projects. Project goals and objectives should be directly related to the course content, connecting theoretical knowledge to practical application. Developing well-structured rubrics with clear criteria and descriptors assists instructors in evaluating project outcomes consistently. **Assessment criteria** should align with the project's goals and objectives, ensuring that the assessment measures what the project was designed to achieve. Using a variety of **assessment methods**, such as peer assessment, self-assessment, and instructor evaluation, provides a more comprehensive view of project outcomes. Combining **formative assessment** (during the project) with **summative assessment** (at project completion) allows students to receive feedback and make improvements as they progress. Assessment criteria should reflect real-world expectations and industry standards, emphasizing the authenticity of the project.

Effective learning project design is crucial for engaging students, providing meaningful learning experiences, and achieving desired educational outcomes. Strategies such as incorporating student interests, emphasizing real-world relevance, offering choice and autonomy, encouraging collaboration, and leveraging technology can enhance project engagement. Additionally, defining clear project goals and objectives that are specific, aligned with learning outcomes, and relevant to course content is essential. Finally, the development of transparent assessment criteria ensures that project outcomes are accurately evaluated, contributing to students' learning and growth.

Educators should consider the following **recommendations** when **designing effective learning projects**:

Regularly seek student feedback to tailor project design to their interests and needs.

Align project goals with course learning outcomes and objectives to ensure educational relevance.

Create explicit project guidelines and expectations to reduce student confusion.

Use a combination of assessment methods, including formative and summative assessment, to provide a comprehensive evaluation of project outcomes.

Develop and share clear rubrics with students to guide them in meeting project expectations.

Continuously assess and refine project designs based on student performance and feedback for o ngoing improvement.

**Assessment score based on the learning steps**

| **Aspects** | **Criteria and Score** | | | |
|---|---|---|---|---|
| | **Excellent** | **Good** | **Fair** | **Poor** |
| | **4** | **3** | **2** | **1** |
| **Planning** | Students are able to arrange project planning systematically. | Students are able to develop systematic project planning. However, it does not fit the criteria. | Students are not really able to compile project planning systematically and it does not fit the criteria. | Students still need guidance in preparing project plans. |
| **Data Collection** | Students collect data completely, systematically and fit the project objectives. | Students collect data entirely and systematically. However, it does not fit the project objectives. | Students collect data completely. However, it is less systematic and not suitable for the project objectives. | Students collect data incompletely, unsystematically and it does not fit the project objectives. |
| **Data Processing** | Students are able to analyse and use the data systematically based on the project objectives. | Students are able to analyse and use the data based on the project objectives. However, it is less systematic. | Students are able to analyse, but they are incapable of using the data based on the project objectives. | Students are incapable to analyse and use the data based on the project objectives. |

| | | | | |
|---|---|---|---|---|
| **Reporting** | Students are able to present the appropriate project results with proper language. | Students are able to present the correct project results but with inappropriate language. | Students are less able to present the correct project results. However, they present it with proper language. | Students are not able to present the correct project results and present them with inappropriate language rules. |

Next, the example of a scoring sheet on the assessment result rubrics is as follows.

Project Title:

Name of the Student:

Group Number/Grade

| **No.** | **Aspect** | **Score (1-4)** |
|---|---|---|
| 1 | Planning | |
| 2 | Data collection | |
| 3 | Data processing | |
| 4 | Oral reporting | |
| **Total** | | |
| **Maximum Score** | | **16** |

*Note: Score=Total Score:Maximum Score/100*

**Assessment score based on the aspects of assessment**

**(attitudes, knowledge and skills)**

| **Aspect** | **Criteria and Score** | | | |
|---|---|---|---|---|
| | **Excellent** | **Good** | **Fair** | **Poor** |
| | **4** | **3** | **2** | **1** |
| | Students show an excellent | Students show a good | Students show a relatively | Students do not show a good |

| | | | | |
|---|---|---|---|---|
| **Knowledge** | understanding of the material in the observation phase. | understand- ing of the material in the observation phase. | good understanding of the material in the observation phase. | understanding of the material in the observation phase. |
| **Attitudes** | Students can work together, are very independent and complete the project before the deadline. | Students can work together, independently and they can complete the project on time. | Students can work in a team, but they still need guidance in completing projects on time. | Students are not able to work together and they still need guidance completing projects on time. |
| **Skills** | The project result is accurate, very creative and they present it with the proper language. | The project result is accurate, creative. However, they present it with inappropriate language. | The project result is not accurate. However, students present it with proper student lan- guage. | The project result is inaccurate, not creative and is presented with inappropriate language. |

**Завдання до практичних занять:**

1. What is the significance of designing effective learning projects in education, and how do they contribute to student engagement and skill development?

2. What strategies are mentioned for designing projects that are engaging and meaningful? How can educators incorporate student interests into project design?

3. How does real-world relevance enhance the meaningfulness of projects, and what are some ways to connect course content to practical applications?

4. Why is providing students with choices and autonomy in project design important, and how does it impact their motivation and sense of responsibility?

5. In what ways can collaboration among students be encouraged in project-based learning, and how does it enhance engagement and diverse perspectives?

**Завдання до самостійної роботи:**

6. How does the integration of technology in project design contribute to project engagement, particularly for digitally inclined learners?
7. What are the key considerations when defining project goals and objectives? How should these align with course learning outcomes?
8. How can educators provide clear project guidelines and expectations to reduce ambiguity and frustration among students?
9. Why is it important to set realistic project objectives, and how does this relate to successful project completion?
10. How do well-structured rubrics with clear criteria and descriptors assist instructors in evaluating project outcomes consistently?
11. Why is it important for assessment criteria to align with project goals and objectives, and how does this ensure the assessment measures the project's intended achievements?
12. What benefits are associated with using a variety of assessment methods, including peer assessment, self-assessment, and instructor evaluation, in project-based learning?
13. How does combining formative assessment with summative assessment contribute to students' learning and improvement throughout the project?

14. Why is it important for assessment criteria to reflect real-world expectations and industry standards in project-based learning?

15. What recommendations are provided to educators for designing effective learning projects, and how can they continuously improve their project designs based on student feedback and performance?

## Theme 3. Project Management and Planning. Introduction to project management principles. Creating project schedules, milestones, and timelines. Allocating resources and managing team dynamics in projects.

**Базові положення:**

Project management is the discipline of planning, organizing, and overseeing the execution of a project to achieve specific objectives within defined constraints, such as time, budget, and scope. It involves a structured approach to ensure that projects are completed efficiently and effectively.

**Key Principles of Project Management:**

**Clear Objectives:** Every project must have well-defined objectives that outline what needs to be achieved. Clear objectives provide a common understanding among team members.

**Scope Management:** Scope defines the project's boundaries. Effective project management involves defining and controlling scope to prevent scope creep, which can lead to delays.

**Time Management:** Creating a project schedule with milestones and deadlines is crucial for tracking progress and ensuring timely completion.

**Resource Allocation:** Allocating resources, including human resources, materials is vital for the successful execution of a project.

**Risk Management:** Identifying and mitigating potential risks is an ongoing process in project management. Effective risk management minimizes project disruptions.

**Creating Project Schedules, Milestones, and Timelines**

**Project schedules** are detailed plans that outline the sequence of tasks, activities, and events necessary to complete a project. They include start and end dates for each task.

**Milestones** are significant points in a project's timeline that mark the completion of a specific phase or achievement of a key objective. Milestones provide clear indicators of progress and help monitor project health.

**Timelines** display the project schedule visually, often in the form of Gantt charts. They provide an overview of tasks, dependencies, and durations, aiding in project management and communication.

**Allocating Resources and Managing Team Dynamics**

Resource allocation involves assigning resources, including human resources, to specific tasks and activities. In interdisciplinary projects, it's crucial to match skills and expertise to project needs.

Effective communication is essential in interdisciplinary teams. Team members must understand project goals, responsibilities, and timelines.

Conflicts can arise due to differences in perspectives and working styles. Project managers should be skilled in resolving conflicts constructively.

Strong leadership is crucial for guiding interdisciplinary teams, setting clear expectations, and maintaining team cohesion.

Encouraging collaboration among team members fosters creativity and innovation in interdisciplinary projects.

**Interdisciplinary Project Collaboration**

Interdisciplinary projects bring together individuals from different fields to address complex challenges. They leverage diverse expertise to develop innovative solutions.

Benefits of Interdisciplinary Collaboration are as follows:

Holistic Problem Solving: Interdisciplinary teams can consider problems from multiple angles, leading to more comprehensive solutions.

Innovation: Combining diverse perspectives often leads to creative and innovative solutions.

Improved Decision-Making: Diverse input enables better decision-making by considering various factors.

Project management and planning are critical components of successful interdisciplinary project collaboration. By adhering to project management principles, creating well-defined schedules and timelines, allocating resources effectively, and managing team dynamics, interdisciplinary projects can achieve their objectives efficiently. The benefits of interdisciplinary collaboration, such as holistic problem-solving and innovation, make it a valuable approach for addressing complex challenges. However, challenges, including communication barriers and conflicts, must be managed effectively to harness the full potential of interdisciplinary teams.

Nik Peachey defined Project-based Learning as a student-centered form of learning that involves students spending sustained periods of study time exploring and attempting to solve real-life problems or carry out personally meaningful challenges. N. Tims and R. Sved point out the most substantial benefits of Project-based Learning: active engagement, real-world relevance, 21-st century skills, autonomy. Despite the enumerated advantages of application project work into the process of learning and teaching English, Project-based Learning has the so called barriers/weak points: covering syllabus and integrating target language, time constraints, language level, group dynamics, reflection and feedback, assessment.

We would like to show ways to simplify the process of setting up the project work in the English language classroom and make this process more engaging for the students. We propose carrying out creative group projects at each lesson. The output of these projects done by the students should contribute to the overall project. By the term ‘the overall’ project we imply the final result that the students will achieve and then can be made in the form of a presentation. These projects are to take about 20-25 minutes and students are supposed to work in small groups of 3-4 students. Usually

such projects occur closer to the end of the lesson and should be closely-related to the topic of the lesson. The aim of these projects conducted at each lesson is to practice language and skills from the lesson. We would like to underline that the output of each project taken separately must help the students achieve the aim, to complete and make the presentation of the project on the given topic.

We propose an application of the creative group project "Will the Tenses Agree?" for the first year students at their English Grammar classes in Odessa National Mechnikov University, the faculty of Romance-Germanic Philology. The project is followed by manageable step-by-step tasks to achieve real, practical outcomes. The project is aimed at creating and presenting a fairy tale. The special course under the title "Agreement Between the Tenses of Verbs" has been introduced into the curriculum as an option.

For the Project Blocks, they function as the constituents of the overall projects, the tasks can be:

1. decide on the type of a fairy tale and a name for it; add adjectives to the nouns to create a title. Students can make notes about the style of the fairy tale. They should consider the place of action/events;

2. think of the spatial continuum of the fairy tale; say where the events may take place; think about the protagonist, the antagonist, your story may involve imaginary creatures and magic; give them names;

3. agree on the appearance of the characters, share your favourite characters from fairy tales;

4. organise your fair tale in terms of plot. Contemplate the time continuum of the fairy tale;

5. design a cover for your fairy tale;

6. proofread and edit: make final changes and corrections, watch carefully for spelling, punctuation and grammar; agree on the harmony of tenses in the fairy tale;

7. agree on the general information to include in the introduction to a fairy tale;

8. present your fairy tale;

9. think about your project work. Complete the following sentences: Now I know how to … write and ask questions about the past; invent creative details; do a role-play presentation. I really enjoyed… inventing a fairy tale; writing the plot; talking about our fairy tale.

The last Project Block involves students reflecting on the process of doing the project, whether they liked to work collaboratively, and find this kind of activity a creative one.

**Завдання до практичних занять:**

**Project Management Principles:**

1. What is the fundamental definition of project management, and why is it essential in achieving specific project objectives?

2. What are the key principles of project management, and how do they contribute to the success of a project?

3. How does having clear project objectives benefit a project, and what role do they play in team collaboration?

4. What is scope management, and why is it crucial to prevent scope creep in project management?

5. How does time management, including milestones and deadlines, help in tracking project progress and ensuring timely completion?

6. Why is resource allocation important in project management, and what types of resources are typically allocated?

7. What is the significance of risk management in project management, and how can effective risk management minimize project disruptions?

**Creating Project Schedules, Milestones, and Timelines:**

1. What elements are typically included in project schedules, and why are they important for project planning?
2. How do milestones help in monitoring project progress, and what do they signify in a project's timeline?

3. What is the purpose of timelines, particularly in the form of Gantt charts, and how do they aid in project management and communication?

**Завдання до самостійної роботи:**

**Allocating Resources and Managing Team Dynamics:**

1. How does resource allocation, especially in interdisciplinary projects, contribute to the successful execution of a project?
2. Why is effective communication crucial within interdisciplinary teams, and what information should team members understand?
3. What are some common conflicts that can arise in interdisciplinary teams, and how can project managers address them constructively?
4. How does strong leadership influence interdisciplinary team dynamics, and what role does it play in maintaining cohesion?
5. Why is collaboration encouraged among team members, and how does it foster creativity and innovation in interdisciplinary projects?

**Interdisciplinary Project Collaboration:**

1. What defines interdisciplinary projects, and why do they bring together individuals from different fields?

2. What are the benefits of interdisciplinary collaboration, such as holistic problem-solving and innovation?

3. How does interdisciplinary collaboration improve decision-making, and what advantages does diverse input offer?

4. What are the critical components of successful interdisciplinary project management and planning?

5. What challenges can arise in interdisciplinary collaboration, and how can these challenges be effectively managed to maximize the potential of interdisciplinary teams?

**Theme 4. Team Collaboration Challenge. Real-world teamwork challenges and effective collaboration skills among students working on a project.**

**Базові положення:**

Effective collaboration is a cornerstone of success in the modern world, whether in academia or the professional sphere. Students working on projects together face numerous challenges, but also have the opportunity to develop crucial skills that will serve them well in their future careers. Let's delve into the profound analysis of this theme.

One of the most common challenges in teamwork is communication breakdowns. Students may have different communication styles, languages, or varying levels of assertiveness. To overcome this challenge, students must learn to adapt their communication styles, actively listen, and use tools like emails, meetings, or project management software effectively.

Balancing coursework, extracurricular activities, and personal commitments can make time management a significant challenge for student teams. Developing time management skills is crucial. Creating schedules, setting milestones, and using project management tools can help students allocate their time effectively.

Conflicts can arise due to differences in opinions or personal issues within the team. Learning effective conflict resolution skills is vital. Students should be encouraged to address conflicts openly and constructively, seeking win-win solutions and focusing on the project's goals.

Ensuring that all team members contribute their fair share can be a challenge. Building a culture of accountability is essential. Clear roles and responsibilities, regular progress checks, and open communication can help ensure that everyone pulls their weight.

Determining leadership roles and responsibilities within a team can be a challenge, as can striking a balance between leadership and followership. Encouraging students to understand the value of both leadership and followership is crucial. Effective leaders should also be good followers when necessary, fostering mutual respect.

Students may not always take the time to reflect on their teamwork experiences and provide constructive feedback. Incorporating feedback sessions into the

teamwork process can promote continuous improvement and self-awareness among students.

In conclusion, teamwork challenges among students working on projects are not only common but also opportunities for personal and professional growth. By addressing these challenges and developing effective collaboration skills, students can prepare themselves for success in the real world, where teamwork is often the key to achieving ambitious goals.

**Завдання до практичних занять:**

1. Why is effective collaboration considered a cornerstone of success in both academia and the professional world?
2. What are some of the common challenges that students working on projects together often face, as mentioned in the text?
3. How do differences in communication styles, languages, and assertiveness levels contribute to communication breakdowns within student teams?
4. What strategies can students employ to overcome communication breakdowns and foster effective communication within their teams?
5. How does balancing coursework, extracurricular activities, and personal commitments pose a challenge for student teams, and why are time management skills crucial in addressing this challenge?
6. What specific tools and techniques can students use to improve their time management skills and allocate their time effectively when working on projects?

**Завдання до самостійної роботи:**

7. Why do conflicts arise within student teams, and how can students develop effective conflict resolution skills to address these conflicts constructively?

8. What principles should students keep in mind when addressing conflicts within their teams, and how can they ensure that conflicts are resolved in a way that benefits the project's goals?

9. Why is ensuring that all team members contribute their fair share important, and what steps can be taken to build a culture of accountability within student teams?

10. What are the challenges associated with determining leadership roles and responsibilities within a student team, and how can students strike a balance between leadership and followership?

11. How can students be encouraged to understand the value of both leadership and followership, and why is this understanding crucial for effective teamwork?

12. Why is reflection and feedback important in the context of student teamwork experiences, and how can feedback sessions be incorporated into the teamwork process?

13. How can feedback sessions contribute to continuous improvement and self-awareness among students working on projects?

14. What are the broader benefits of addressing teamwork challenges and developing effective collaboration skills among students, both personally and professionally?

## Theme 5. Digital Tools and Technologies for Project Work. Utilizing digital tools for project planning, communication, and collaboration. Integrating technology to enhance project presentation and documentation.

**Базові положення:**

In today's interconnected and technologically-driven world, the integration of digital tools and technologies into project work has become not just advantageous but often essential. This theme focuses on the use of digital tools for project planning, communication, collaboration, as well as enhancing project presentation and documentation.

Digital tools provide project teams with the ability to create and manage project plans more efficiently. Software solutions like project management tools, Gantt charts, and collaborative planning platforms allow for real-time updates and improved resource allocation.

Digital tools facilitate communication and collaboration among team members, regardless of their physical locations. Email, video conferencing, instant messaging, and project-specific platforms enable real-time information exchange and discussion.

Cloud-based digital tools enable teams to access project-related information, documents, and resources from anywhere with an internet connection. This accessibility reduces barriers to information and enhances productivity.

Technology allows for interactive and visually appealing project presentations. Tools like presentation software, 3D modeling, and virtual reality (VR) can convey complex information more effectively.

While digital tools offer numerous benefits, they also pose security and data privacy challenges. Protecting sensitive project information from cyber threats is crucial. Some digital tools may have a learning curve, requiring training for team members to use them effectively.

In conclusion, the integration of digital tools and technologies into project work is a fundamental aspect of modern project management and collaboration. When implemented strategically and securely, these tools can significantly enhance

efficiency, communication, decision-making, and project outcomes. However, it's essential for project teams and organizations to choose the right tools, provide adequate training, and address potential security and privacy concerns to fully leverage the benefits of digitalization in project work.

**Завдання до практичних занять:**

1. How have digital tools and technologies transformed the way projects are planned, executed, and managed in the modern world?
2. Can you provide examples of specific digital tools that can enhance project planning, and how do they contribute to efficiency and organization?
3. In what ways do digital tools facilitate communication and collaboration among project team members, especially when they are working remotely or across different locations?
4. What are some potential challenges or drawbacks of relying heavily on digital tools for project communication and collaboration?
5. How can technology be integrated into project presentations to make them more engaging and informative for the audience?

**Завдання до самостійної роботи:**

6. What digital tools or platforms are useful for creating visually appealing and interactive project presentations?
7. How does the use of technology enhance project documentation, and what are the advantages of having digital records and documentation?

8. Are there any security or privacy considerations that students should keep in mind when utilizing digital tools for project work?

9. Can you share examples of successful projects that effectively utilized digital tools and technologies throughout their lifecycle?

10. How do students ensure that the digital tools they choose align with the specific needs and goals of their projects?

11. What are some best practices for selecting and implementing digital tools for project management and collaboration?

12. In what ways can students stay updated on the latest advancements in digital tools and technologies that can benefit their project work?

## ЗМІСТОВИЙ МОДУЛЬ 2. Emerging Trends in Project-Based Education

### Theme 6. Assessment and Feedback in Project-Based Courses. Developing authentic assessment methods for project work. Providing constructive feedback to students during project phases.

**Базові положення:**

**Assessment and feedback** are integral components of project-based courses. They play a pivotal role in ensuring that students not only complete their projects but also achieve the intended learning outcomes and develop crucial skills. Here, we'll provide a deep explanation of the topic, focusing on developing authentic assessment methods for project work and providing constructive feedback to students during different project phases.

Authentic assessment in project-based courses involves designing evaluation methods that mirror real-world scenarios and tasks. This approach goes beyond traditional exams and tests, aiming to assess students' abilities to apply knowledge and skills in practical settings.

Authentic assessment ensures that students are not merely regurgitating information but are actively engaging with the project's objectives. It promotes critical thinking, problem-solving, and creativity, which are essential skills in many professions.

Authentic assessment methods may include project presentations, portfolio submissions, case studies, simulations, peer evaluations, and practical demonstrations. These assessments challenge students to demonstrate their understanding and apply it to concrete situations.

To be effective, authentic assessments should align closely with the course's learning objectives. They should reflect the skills and knowledge students are expected to gain from the project-based course.

**Constructive feedback** is an essential component of the learning process in project-based courses. It involves providing students with specific, actionable, and supportive comments on their work, enabling them to understand their strengths and areas for improvement.

Constructive feedback serves multiple purposes. It motivates students by recognizing their efforts and achievements, guides them toward improvement, and fosters a growth mindset by showing that mistakes are opportunities for learning.

Effective feedback is provided throughout the project phases, not just at the end. This helps students make necessary adjustments and improvements as they progress.

In project-based courses, peer feedback can be valuable. It encourages collaboration, allows students to gain diverse perspectives, and fosters a sense of shared responsibility for project success.

Clear criteria and rubrics should be established for evaluating project work. This ensures consistency in feedback and helps students understand the expectations.

**Stages of Feedback** in Project-Based Courses:

Formative Feedback: Given during the planning and early execution phases, formative feedback helps students refine their project ideas, research strategies, and initial drafts. It guides them in the right direction before they commit to final project decisions.

Summative Feedback: Provided at the end of the project, summative feedback evaluates the overall quality and achievement of the project objectives. It assesses how well students met the project's goals.

Continuous Feedback: Ongoing feedback loops are essential. Regular check-ins, discussions, and feedback sessions enable students to make continuous improvements and avoid late-stage issues.

Self-Assessment: Encouraging students to self-assess their work fosters reflection and self-awareness. Self-assessment can be accompanied by peer assessment for a more comprehensive perspective.

In conclusion, assessment and feedback in project-based courses are pivotal for fostering deep learning, critical thinking, and practical skills. Authentic assessment methods challenge students to apply their knowledge in real-world scenarios, while constructive feedback empowers them to grow and refine their work. The key is to design assessments that align with course objectives, provide timely and specific feedback, and support students throughout the project's lifecycle, ultimately preparing them for success in their future careers where practical skills and problem-solving abilities are highly valued.

**Завдання до практичних занять:**

1. Have I gained a clear understanding of the assessment methods used in project-based courses, including their authenticity and relevance to real-world scenarios?
2. Do I actively seek clarification and guidance from instructors regarding the assessment criteria and expectations for project work?
3. Have I developed the ability to set clear and achievable project goals and objectives that align with the course requirements?
4. How effectively do I incorporate constructive feedback received during the project phases to improve my work and meet the assessment criteria?

**Завдання до самостійної роботи:**

5. Am I open to receiving feedback from both instructors and peers, and do I actively seek feedback to enhance my project outcomes?

6. Do I use self-assessment as a tool for reflection, and am I able to identify my strengths and areas for improvement throughout the project? Have I explored and implemented authentic assessment methods that go beyond traditional testing and promote critical thinking and problem-solving?

7. How do I ensure that the assessment methods used in project-based courses provide a fair and equitable evaluation of my work and that of my team members?

8. To what extent do I contribute constructively to group discussions and collaborative activities aimed at improving project outcomes?

9. Have I developed effective time management skills to meet project milestones and deadlines, ensuring that I have sufficient time for revisions based on feedback?

10. Can I provide examples of specific instances where I have effectively incorporated feedback to enhance my project work?

11. How do I balance the need for feedback and revisions with the overall progress and completion of a project to ensure timely delivery?

12. Have I explored different forms of assessment and feedback, such as peer assessment, self-assessment, and instructor feedback, to understand their respective roles in project-based courses?

13. What strategies do I employ to ensure that my project work meets the assessment criteria while also aligning with my personal learning goals?

14. How do I communicate with team members and instructors to address any uncertainties or challenges related to project assessment and feedback

## Theme 7. Addressing challenges related to peer assessment and self-assessment. Ethical Considerations in Project Work. Addressing ethical dilemmas and responsibilities in project design.

**Базові положення:**

Peer assessment and self-assessment are valuable tools in project-based learning, providing students with opportunities to evaluate their work and that of their peers. However, they come with their own set of challenges that need to be thoughtfully addressed.

**Challenges in Peer Assessment:**

There's a risk of bias or favoritism in peer assessment. Students may be inclined to evaluate their friends more positively or negatively, potentially leading to unfair outcomes. Some students may not contribute equally to a group project, which can lead to resentment during peer assessment. Students may not possess the expertise to evaluate complex projects in certain subjects, leading to inaccurate assessments.

**Challenges in Self-Assessment**:

Lack of Self-Awareness: students may struggle to critically evaluate their own work, either due to overconfidence or insecurity. Self-assessment can lead to overly positive or overly negative evaluations, depending on students' self-perceptions. Some students may resist acknowledging their weaknesses or may struggle with negative feedback.

**Ethical Considerations in Project Work**

Project work often involves ethical dilemmas and responsibilities that students need to address. These considerations are crucial for preparing students for ethical decision-making in their future careers.

Ensuring that students do not plagiarize or engage in academic misconduct is a fundamental ethical responsibility. Educate students on plagiarism and academic integrity policies. Promote the importance of original work and proper citation.

Ensuring that all group members contribute equitably is an ethical responsibility. Clearly define roles and responsibilities within project teams. Encourage open communication and conflict resolution. If a project involves research, ethical considerations such as informed consent, data privacy, and the responsible use of research methods must be addressed. Ethical project work requires transparency in reporting results and findings, even if they are not as expected.

In conclusion, addressing challenges related to peer assessment, self-assessment, and ethical considerations in project work is essential for fostering a culture of integrity, fairness, and responsible decision-making among students. By proactively addressing these issues and providing guidance and resources, educators can prepare students not only for academic success but also for ethical and responsible contributions to society and their future professions.

**Завдання до практичних занять:**

1. What are the main advantages of incorporating peer assessment and self-assessment into project-based courses?
2. Can you share a personal experience where peer assessment played a significant role in the success or improvement of a project? What made it effective?
3. What challenges do you believe students commonly encounter when participating in peer assessment processes? How can these challenges be mitigated?
4. How has self-assessment contributed to your personal growth and development as a learner and project contributor?
5. What strategies can you suggest for ensuring fairness and objectivity in peer assessment, especially when assessing the contributions of team members?
6. In what ways can self-assessment be used not only as an evaluation tool but also as a means for personal reflection and goal setting?

7. Have you ever encountered resistance or reluctance to peer assessment or self-assessment within a project team? How did you address it?

8. Why is it important for project leaders and team members to consider ethical dilemmas and responsibilities during project design and implementation?

9. Can you provide examples of ethical challenges that might arise in projects related to your field of study or future career? How would you address them?

**Завдання до самостійної роботи:**

10. How do you define the ethical responsibilities of project teams toward various stakeholders, including the community, environment, and end-users?

11. What role does open communication play in addressing and preventing ethical dilemmas within a project team?

12. How can project managers and leaders create a culture of ethical awareness and accountability among team members?

13. Reflecting on real-world cases, what ethical lessons can be drawn from projects that succeeded in upholding ethical standards and those that faced ethical controversies?

14. How do you plan to integrate ethical considerations into your future project designs and decision-making processes in your academic and professional journey?

15. Can you share an ethical dilemma you've personally encountered in project work or another context? How did you navigate it, and what did you learn from the experience?

## Theme 8. Reflection and Metacognition in Project Learning. Encouraging students to reflect on their learning experiences. Examining the role of reflection in personal and professional growth.

**Базові положення:**

Reflection and metacognition are fundamental processes in project-based learning. They involve encouraging students to think deeply about their learning experiences, analyze their thinking processes, and consider how these experiences contribute to personal and professional growth. This topic encompasses various aspects of reflection and metacognition in project-based learning.

**Encouraging reflection** involves prompting students to pause and think critically about their project-based learning experiences. It encourages them to consider what they have learned, how they have learned it, and how they can apply it in the future.

Reflection helps students consolidate their learning, connect theoretical knowledge with practical application, and make their learning experiences more meaningful. It promotes a deeper understanding of the subject matter.

Encouraging reflection can be done through journals, group discussions, self-assessment surveys, or guided questions. These methods provide opportunities for students to express their thoughts and insights.

Instructors play a crucial role in guiding students' reflection. Providing feedback on reflections and facilitating discussions about their learning experiences can help students gain a deeper perspective.

**Reflection** is not just a tool for assessing learning; it is a powerful catalyst for **personal and professional growth**. It allows students to examine their thought processes, problem-solving strategies, and self-awareness.

Reflection contributes to the development of critical thinking skills, self-regulation, and metacognition. These skills are essential for adapting to new challenges and continuously improving one's knowledge and abilities.

Metacognition refers to thinking about one's own thinking. Encouraging students to reflect on their thought processes during a project helps them become more aware of their learning strategies and can lead to more effective learning.

Reflection also fosters the transfer of knowledge and skills from one context to another. By analyzing how they applied knowledge and skills in a project, students can identify transferable skills relevant to future endeavors.

**Effective integration of reflection into project-based learning** involves embedding reflection activities into the project workflow. It's not an isolated task but an ongoing process.

Integration ensures that reflection is an integral part of the learning experience rather than an add-on. It encourages students to continually assess and adapt their approaches as the project unfolds.

Start with initial reflections on project goals and continue with regular check-ins. Encourage students to reflect at key milestones and at the project's conclusion, examining both successes and challenges.

Incorporate peer and self-assessment as part of the reflection process. Peer feedback and self-assessment help students gain different perspectives and identify areas for improvement.

Encourage students to take ownership of their learning by setting personal goals, monitoring their progress, and adjusting their strategies based on their reflections.

In conclusion, reflection and metacognition are essential components of project-based learning that promote deeper understanding, critical thinking, and personal and professional growth. Encouraging students to engage in reflective practices throughout their project experiences empowers them to become more self-aware, adaptive learners who are better prepared for the challenges they will encounter in both their academic and professional journeys.

**Завдання до практичних занять:**

1. What does the term "reflection" mean to you in the context of your academic and project-based experiences?

2. Why is reflection considered an essential component of project-based learning, and how does it contribute to your understanding of the material?

3. Can you describe a specific moment during a project when reflection helped you gain deeper insights or solve a problem more effectively?

4. How do you personally approach the process of reflection after completing a project or assignment? What methods or strategies do you use?

5. Reflect on the benefits of metacognition—the awareness of your own learning process. How has metacognition influenced your learning and problem-solving abilities?

6. In what ways can reflection be integrated into project-based courses to maximize its impact on personal and professional growth?

**Завдання до самостійної роботи:**

7. Can you share an example of how self-reflection has influenced your personal and academic development over time?

8. How does the act of reflecting on past experiences, both positive and challenging, contribute to your growth as a student and future professional?

9. What connections do you see between reflective practices and improved decision-making skills, problem-solving abilities, and adaptability in your academic and professional life?

10. How can metacognitive reflection enhance your ability to set and achieve academic and career goals?

11. Reflect on a specific project or course where you faced difficulties. How did the process of reflection assist you in overcoming challenges and adapting your approach?

12. What are the potential long-term benefits of cultivating a habit of regular reflection in your educational and professional journey?

13. Can you provide examples of how professionals in your field of interest use reflection to continuously improve their work and adapt to changing circumstances?

14. How do you plan to incorporate reflection and metacognition into your future learning experiences and professional development?

## Theme 9. Culminating Project Showcase. Celebrating student achievements and lessons learned from the course.

**Базові положення:**

The culminating project showcase is a significant event in educational settings, particularly in project-based courses or programs. It serves as a platform for students to present and celebrate their achievements, share their learning experiences, and reflect on the lessons learned during their course of study. Let's explore this theme through research.

The primary purpose of a culminating project showcase is to provide students with an opportunity to demonstrate their mastery of course content and skills. It also allows them to communicate their learning journey to peers, instructors, and sometimes even external stakeholders. Research indicates that showcasing student projects can boost motivation and engagement, as students work toward a tangible goal. It also offers a chance for them to receive constructive feedback and recognition for their efforts. Studies have shown that students who participate in culminating project showcases tend to exhibit higher levels of engagement in their coursework. The process of preparing for the showcase encourages deep learning, critical thinking, and problem-solving. Research suggests that students who engage in project showcases often achieve better learning outcomes, as they are more invested in their work and motivated to excel in their projects. The showcase provides students with an opportunity for reflection and self-assessment. They can critically evaluate their work, identify strengths and weaknesses, and set goals for future improvement.

Studies indicate that self-assessment and reflection contribute to metacognition, helping students become more aware of their learning processes and strategies. This, in turn, enhances their ability to adapt and grow. Culminating project showcases often involve peer evaluations and collaborative presentations. This promotes teamwork, communication skills, and peer learning. Research suggests that peer assessment and collaboration are effective methods for reinforcing learning and fostering a sense of community among students. These skills are highly valuable in the workplace. In recent years, technology has played a crucial role in culminating project showcases. Virtual showcases, online portfolios, and multimedia presentations have become popular ways to showcase student work. Research indicates that technology-enhanced showcases not only provide flexibility but also prepare students for the digital demands of the modern workforce. They also enable broader audiences to access and appreciate student work. Some educational programs involve external stakeholders, such as industry professionals or community members, in the showcase. This interaction can provide valuable feedback and networking opportunities for students. Research highlights that involving external stakeholders in showcases enhances the authenticity of the learning experience and helps students understand real-world applications of their work.

In conclusion, research on the culminating project showcase theme underscores its significance in promoting student engagement, deep learning, and skill development. The showcase not only celebrates student achievements but also serves as a valuable educational tool that prepares students for their future careers by promoting reflection, self-assessment.

**Завдання до практичних занять:**

1. What is the significance of a culminating project showcase at the end of a course or program? How does it benefit both students and educators?
2. Can you describe a memorable culminating project showcase experience you've had as a student or witnessed as an educator? What made it special?

3. How do showcases help students reflect on and celebrate their achievements throughout the course or program?

4. In what ways can a culminating project showcase serve as a platform for students to share their knowledge and skills with a broader audience, including peers, faculty, and potentially external stakeholders?

5. What elements do you believe make a successful culminating project presentation or exhibition? What should students and educators focus on when preparing for such an event?

**Завдання до самостійної роботи:**

6. How can educators provide constructive feedback and support to students during the preparation and presentation of their culminating projects?

7. What are the potential benefits of peer evaluations or assessments during a culminating project showcase? How can this feedback contribute to individual and collective growth?

8. Reflecting on your own experiences, what lessons have you learned from participating in culminating project showcases? How have these lessons impacted your academic and professional development?

9. How can the celebration of achievements during a culminating project showcase motivate and inspire students to continue their learning journey or pursue further studies or career opportunities?

10. Can you share examples of innovative or creative culminating project showcase formats or activities that you've encountered or envisioned? How do they enhance the overall experience for participants and attendees?

11. How do culminating project showcases promote a sense of community and collaboration among students, faculty, and peers within an educational institution?

12. In what ways can the knowledge and insights gained from a culminating project showcase be applied beyond the classroom or academic setting, benefiting society or specific industries?

## Theme 10. Innovative Approaches to Project-Based Learning. Integrating experiential learning, design thinking, and other innovative methods. Developing new models for project-based courses in the digital age.

**Базові положення:**

Innovative approaches to project-based learning reflect a commitment to evolving educational practices in response to the demands of the digital age and the need to prepare students for an ever-changing world. These approaches encompass various methodologies, including experiential learning, design thinking, and the development of new models for project-based courses.

**Experiential learning** is a learner-centric approach that emphasizes active engagement with the subject matter. It involves students in hands-on experiences, allowing them to apply theoretical knowledge to real-world situations. Experiential learning fosters critical thinking, problem-solving, and practical skills. It bridges the gap between theory and practice, making education more relevant and meaningful for students. Innovative project-based courses often incorporate experiential learning by immersing students in real-life projects, simulations, internships, or fieldwork. These experiences deepen understanding and retention of knowledge.

**Design Thinking** is a problem-solving approach that prioritizes empathy and creativity. It encourages students to understand the needs of end-users and develop innovative solutions. Design thinking equips students with a human-centered mindset, enhancing their ability to identify complex problems, brainstorm creative solutions, and adapt to evolving circumstances. Innovative project-based courses may integrate design thinking by structuring projects around the design thinking process.

This approach encourages students to empathize, define problems, and test their ideas.

**New Models for Project-Based Courses in the Digital Age.** In the digital age, education is increasingly shaped by technology and the need for flexible, adaptive learning models. New project-based course models leverage digital tools and online platforms to enhance learning experiences. These models enable personalized learning, global collaboration, and access to a vast array of resources. They also prepare students for careers in technology-driven industries. Flipped classrooms, blended learning, online collaboration platforms, and virtual reality simulations are examples of innovative project-based course models in the digital age.

In conclusion, innovative approaches to project-based learning represent a dynamic shift in education, aligning it with the needs of the digital age and preparing students to thrive in a rapidly evolving world. These approaches prioritize active engagement, problem-solving, collaboration, and the integration of technology, ultimately empowering students to become adaptable, creative, and critical thinkers ready to tackle complex challenges in their future careers.

**Завдання до практичних занять:**

1. Integrated into project-based courses to enhance the learning experience?
2. What is design thinking, and how does it contribute to problem-solving and innovation within project-based learning contexts?
3. Can you share a personal experience where experiential learning or design thinking played a significant role in a project's success or your personal growth as a learner?
4. How has the digital age transformed the landscape of project-based learning? What are the advantages and challenges associated with incorporating digital technologies into project work?
5. In what ways can the integration of digital tools and technologies enhance collaboration, communication, and project documentation in project-based courses?

**Завдання до самостійної роботи:**

6. Reflecting on your academic journey, what innovative project-based learning methods have you encountered or participated in, and how have they impacted your learning outcomes?

7. How can educators strike a balance between traditional project-based approaches and innovative methods to create a well-rounded learning experience?

8. What are the potential benefits of developing new models for project-based courses that embrace emerging technologies and pedagogical trends?

9. How do innovative approaches to project-based learning foster critical thinking, adaptability, and problem-solving skills that are essential in the digital age and the workforce?

10. Can you envision or propose innovative project-based learning models that leverage emerging technologies such as artificial intelligence, virtual reality, or augmented reality to enhance the learning experience?

11. How can students and educators collaborate to explore and experiment with new models of project-based learning, creating a culture of innovation within educational institutions?

12. What role does continuous self-assessment and feedback play in refining and improving innovative approaches to project-based learning?

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## Додатки

## Додаток А

## Теми практичних занять

| № з/п | Назва теми | Кількість годин | |
|---|---|---|---|
| | | очна форма | заочна форма |
| **ЗМІСТОВИЙ МОДУЛЬ 1. Introduction to Project-Based Learning (PBL).** | | | |
| 1. | **Theme 1.** Understanding the fundamentals of project-based learning. Exploring the benefits of PBL in higher education. | 2 | |
| 2. | **Theme 2.** Designing Effective Learning Projects. Strategies for designing engaging and meaningful projects. | 2 | |
| 3. | **Theme 3.** Project Management and Planning. | 2 | 2 |
| 4. | **Theme 4.** Team Collaboration Challenge. | 2 | |
| 5. | **Theme 5.** Digital Tools and Technologies for Project Work. Artificial Intelligence in Education: how AI can enhance personalized learning, adaptive teaching methods, and educational outcomes. | 2 | |
| **Разом за змістовим модулем 1** | | **10** | **2** |
| **ЗМІСТОВИЙ МОДУЛЬ 2. Emerging Trends in Project-Based Education** | | | |
| 6. | **Theme 6.** Assessment and Feedback in Project-Based Courses. Developing authentic assessment methods for project work. | 2 | |
| 7. | **Theme 7.** Addressing challenges related to peer assessment and self-assessment. | 2 | 2 |
| 8. | **Theme 8.** Reflection and Metacognition in Project Learning. Encouraging students to reflect on their learning experiences. | 2 | |
| 9. | **Theme 9.** Culminating Project Showcase. Techniques for creating effective visual representations of data. Designing compelling presentations for different audiences. Communicating complex information clearly. | | |
| 10 | **Theme 10.** Innovative Approaches to Project-Based Learning. Integrating experiential learning, design thinking, and other innovative methods. | 2 | |
| **Практичне заняття** | | **2** | **2** |
| **Разом за змістовим модулем 2** | | **10** | **4** |
| **Усього годин** | | **20** | **6** |

## Додаток Б

## Самостійна робота

| № з/п | Назва теми/ Види завдання | Кількість годин | |
|---|---|---|---|
| | | очна форма | заочна форма |
| **ЗМІСТОВИЙ МОДУЛЬ 1. Introduction to Project-Based Learning (PBL).** | | | |
| 1. | Identifying key characteristics and components of effective project-based learning. Проаналізуйте методи навчання, аналіз впливу методу проектів на розвиток навичок. | 6 | 10 |
| 2. | Developing assessment criteria to evaluate project outcomes. Підготовка доповіді: підходи до впровадження методу проектів. Практичне завдання: оберіть конкретну тему або предмет, до якого відноситиметься ваш проект; визначте цілі та очікувані результати. | 6 | 10 |
| 3. | Creating project schedules, milestones, and timelines. Написання есе на тему: переваги та недоліки різних методів для студентів та викладачів. Виконання практичного завдання: розробка проектного плану. Виконання практичного завдання: створення віртуальної команди. | 6 | 10 |
| 4. | Real-world teamwork challenges and effective collaboration skills among students working on a project. Написання реферату: вплив використання методу проектів на навчальний процес. | 6 | 10 |
| 5. | Integrating technology to enhance project presentation and documentation. Підготовка есе: можливості використання цифрових інструментів та платформ для управління проектами. Проаналізуйте можливості використання штучного інтелекту для оптимізації навчання, дискусія, brainstorming. | 6 | 10 |
| **Разом за змістовим модулем 1** | | **30** | **50** |
| **ЗМІСТОВИЙ МОДУЛЬ 2. Emerging Trends in Project-Based Education** | | | |
| 6. | Developing authentic assessment methods for project work. Providing constructive feedback to students during project phases. Підготовка доповіді: оцінка ефективності проектного підходу; результати впровадження методу проектів в інших навчальних закладах.<br>Розробіть автентичні оціночні критерії. | 6 | 5 |
| 7. | Ethical Considerations in Project Work. Addressing ethical dilemmas and responsibilities in project design. Написання | 6 | 5 |

| | | | |
|---|---|---|---|
| | реферату: ключові фактори успіху та перешкоди при впровадженні проектів. Визначте основні виклики, пов'язані з взаємною та самооцінкою, такі як небажання брати участь у взаємній оцінці, вплив особистих відносин на оцінювання, недостатня об'єктивність тощо. Для кожного виклику розробіть конкретні рекомендації, які допоможуть подолати ці труднощі. Врахуйте можливості для покращення процесу оцінювання та збільшення його об'єктивності. | | |
| 8. | Examining the role of reflection in personal and professional growth. Написання есе: оцінка впровадження методу проектів на практиці. Проаналізуйте поняття рефлексії та метакогніції, їх важливості у навчанні та особистому розвитку. | 6 | 5 |
| 9. | Celebrating student achievements and lessons learned from the course. Підготовка доповіді: аналіз ключових елементів ефективної презентації проекту. Вивчіть, дослідіть та зробіть узагальнюючий аналіз щодо різних типів діаграм, графіків та інших візуальних засобів для відображення даних; визначення тих, які підходять для кожного проекту. | 6 | 5 |
| 10 | Developing new models for project-based courses in the digital age. Написання реферату на одну з тем: екосистема проектів у навчанні; інтеграція з сучасними технологіями. Запропонуйте можливості використання сучасних технологій, таких як штучний інтелект, для розв'язання реальних проблем. | 6 | 10 |
| **Разом за змістовим модулем 2** | | **30** | **30** |
| **Усього годин** | | **60** | **80** |

## Додаток В

### Розподіл балів, які отримують студенти

У ході поточного контролю студент може отримати максимальну оцінку (100 балів) за кожну тему змістового модуля. Загальна оцінка з навчальної дисципліни – це є середнє арифметичне суми балів за поточний контроль. Здобувач вищої освіти одержує підсумкову оцінку, якщо за результатами поточного контролю він набрав за кожну тему 60 і більше балів.

Якщо за результатами поточного контролю студент набрав менше 60 балів, він повинен виконати залікове завдання (див. Перелік питань для поточного контролю) і з урахуванням його результатів отримати відповідну кількість залікових балів із дисципліни.

| Поточний контроль | | | | | | | | | | Загальна оцінка |
|---|---|---|---|---|---|---|---|---|---|---|
| Змістовий модуль 1 | | | | | Змістовий модуль 2 | | | | | |
| Т1 | Т2 | Т3 | Т4 | Т5 | Т6 | Т7 | Т8 | Т9 | Т10 | 100 |
| 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 10 | |

## Додаток Г

### Шкала оцінювання: національна та ECTS

| Сума балів за всі види навчальної діяльності | Оцінка ECTS | Оцінка за національною шкалою |
|---|---|---|
| | | **для заліку** |
| 90 – 100 | **A** | зараховано |
| 82-89 | **B** | |
| 74-81 | **C** | |
| 64-73 | **D** | |
| 60-63 | **E** | |
| 35-59 | **FX** | не зараховано з можливістю повторного складання |
| 0-34 | **F** | не зараховано з обов’язковим повторним вивченням дисципліни |

Навчальне видання

# ВПРОВАДЖЕННЯ МЕТОДУ ПРОЕКТІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Методичні вказівки
до практичних занять та самостійної роботи
з навчальної дисципліни “Впровадження методу проектів у закладах вищої освіти”
для здобувачів першого (бакалаврського) рівня вищої освіти за спеціальністю 035 «Філологія» спеціалізацією 035.041 Германські мови і літератури (переклад включно), перша − англійська

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