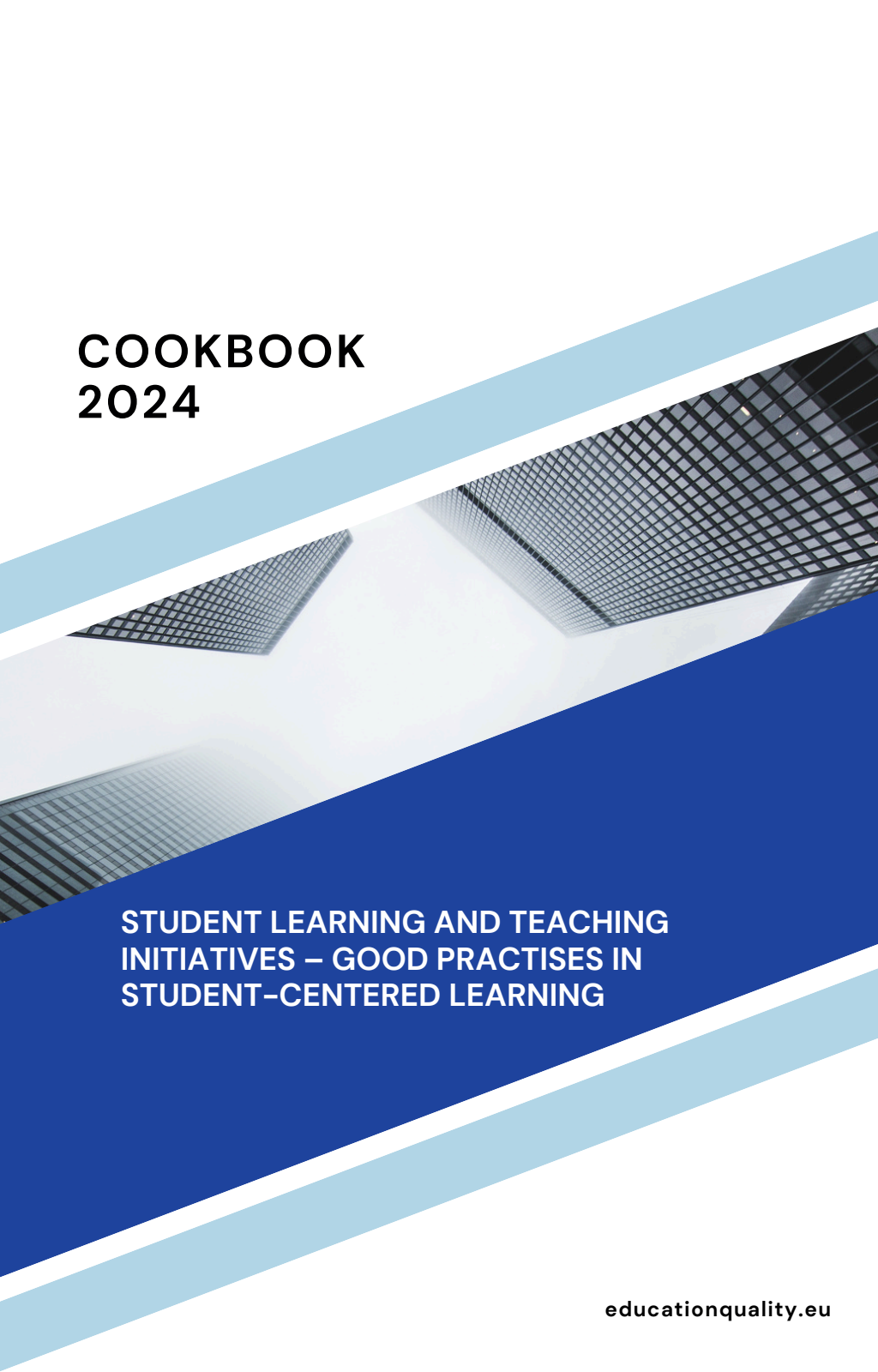




COOKBOOK 2024

**STUDENT LEARNING AND TEACHING
INITIATIVES – GOOD PRACTISES IN
STUDENT-CENTERED LEARNING**

PUBLISHER

Quality of Learning and Teaching Foundation

AUTHOR

professor Jakub Brdulak

EDITORIAL

Dominika Rafalska, Tetyana Lewińska

GRAPHIC DESIGN

Alicja Kruszyńska

This publication was created as part of the public task, 'Quality of Education Portal – Student Didactic Initiatives Competition, database of good practices, training, publications.' The public task was co-financed by the Ministry of Education and Science in 2024 under the competition, 'Organizing and Animating Activities for the Academic Community.'

The publication is distributed free of charge.



This work is licensed under CC BY-NC-ND 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>

ISBN 978-83-959869-8-7

Warsaw, 2024

Website: educationquality.eu, www.pjk.edu.pl

COOCKBOOK 2024

STUDENT LEARNING AND TEACHING INITIATIVES – GOOD PRACTISES IN STUDENT-CENTERED LEARNING 2024

Jakub Brdulak

Warsaw, December 2024

Dear reader!

We present to you a new publication summarising the activities of the Foundation for Quality Assurance within the framework of Quality of Learning and Teaching in 2024.

The publication is divided into three parts.

In the first part, we present solutions that work in the European Higher Education Area, in particular good practises in the field of Student-Centred Learning (SCL). We also present the Polish legislation (including the procedures of the Polish Accreditation Committee) in the field of quality assurance in the context of Student-Centred Learning.

In the second part, we present three excellent student-centred education initiatives. In 2024, the first edition of the competition took place, the aim of which was to inspire students and doctoral candidates to engage in Student-Centred Learning on a larger scale. The award-winning student learning and teaching initiatives described in the publication may not only be of interest to students, but also to other stakeholders in higher education: e.g. academic teaching staff, programme directors or even accreditation committees.

The third part is the database of good practises, which will be updated with the students' reports in 2024. A clear trend can be seen this year: A new keyword has appeared in the database - "wellbeing". Almost 20 per cent of the practises reported by the students were assigned to this keyword.

I invite you to read and participate in the activities of the Foundation for Quality Assurance- to make teaching and learning a great adventure for everyone involved.

Jakub Brdulak

Spis treści

Part 1. STUDENT CENTERED-LEARNING (SCL).....	4
1.1. EUROPEAN STANDARDS ON SCL.....	5
1.2. STUDENT-CENTERED EDUCATION – THE POLISH PERSPECTIVE.....	8
Part 2. STUDENT-CENTRED EDUCATION INITIATIVES.....	11
2.1. First place: Jakub Niewiński (University of Zielona Góra) for the project "Introduction to empathetic intercultural communication".....	15
2.2. Second place: Joanna Kubiak (Politechnika Poznańska) for the project „Gamification in the basics of radiation protection”.....	19
2.3. Third place: Maria Pytko (Wrocław University of Science and Technology) for the project: „User experience of urban space”.....	23
Part 4. GOOD PRACTISES IN TEACHING AND LEARNING.....	25

Part 1. STUDENT CENTERED-LEARNING (SCL)

1.1. EUROPEAN STANDARDS ON SCL

In my publications over the past few years, I have taken a closer look at the topic of the European Higher Education Area and European standards (Standards and Guidelines for Quality Assurance in the European Higher Education Area). I also wrote about SCL a year ago, albeit rather briefly.

Let's take a look at what the above-mentioned European standards say about student-centred learning (SCL).

SCL is directly related to Standard 1.3: Student-centred learning, teaching and assessment.

The standard is:

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.¹

Each standard contains a guideline that explains the context and objectives of the standard. For standard 1.3, the guideline reads:

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes. The implementation of student-centred learning and teaching

- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate; - flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods; - encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;*
- *promotes mutual respect within the learner-teacher relationship;*
- *has appropriate procedures for dealing with students' complaints.*

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;*
- *The criteria for and method of assessment as well as criteria for marking are published in advance;*
- *The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;*
- *Where possible, assessment is carried out by more than one examiner;*

¹ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium, p. 8.

- *The regulations for assessment take into account mitigating circumstances;*
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *A formal procedure for student appeals is in place*².

The way in which the above standard is to be applied is governed by a number of publications, but probably most important from a student's perspective is the toolkit for its application available in the publication: Student Centred-Learning. Toolkit for Students, Staff and Higher Education Institutions, published by the European Students' Union. The English-language publication was published in 2010 (five years before the introduction of the current European standards). Despite these shortcomings, it demonstrates the logic of student-centred education quite well.

For the purposes of this year's publication, I would like to quote just an excerpt from it - a checklist that you can use to check whether student-centred education is being/has been introduced in our department. If yes, then you should tick "yes".

Tabela 1. Checklista kierunku zorientowanego na studenta (SCL)

1.	Consultation with Students [Tick as Appropriate]	YES	NO
1.1.	Are there transparent procedures in place for students to be able give feedback on the quality of the educational process?		
1.2.	Are students consulted on curriculum content?		
1.3.	Are students consulted on the teaching and evaluation methods used?		
1.4.	Are students involved in periodic programme quality reviews?		
1.5.	Are students involved as full and equal members in committees where issues relating to the student experience are discussed at all levels (e.g. department, faculty, university, etc.)?		
1.6.	Are straightforward procedures in place for students to appeal decisions regarding their academic attainment or progression?		
2.	ECS (European Credit Transfer System) and Learning Outcomes [Tick as Appropriate] Ye	YES	NO
2.1.	Are students consulted when learning outcomes are designed?		
2.2.	Are student needs and the diversity of the relevant student group considered when designing learning outcomes?		
2.3.	Are students informed on the intended learning outcomes before they start a course or programme component?		
2.4.	Are ECTS credits used co-related with defined learning outcomes?		
2.5.	Are credits transferable between courses and institutions?		
2.6.	Are credits measured based on student workload, independent of contact hours?		
2.7.	Are students awarded credits for activities that help them attain intended learning outcomes if conducted outside the institution?		
2.8.	Does your institution refer its qualifications to a Qualifications framework?		
3.	Quality Assurance [Tick as Appropriate]	YES	NO
3.1.	Are both staff and students consulted during the institutional quality assurance process?		
3.2.	Are both representatives of teachers and students involved as full and equal members in the panels undertaking institutional quality assurance reviews?		
3.3.	Do institutional quality assurance reviews and guidelines take into		

² Ibidem, s. 8–7.

	account the overall elements of teaching and learning?		
3.4.	Do programme quality reviews take into account the use of learning outcomes?		
3.5.	Do programme quality reviews take into account the assessment methods used?		
3.6.	Do external quality assurance evaluations refer to the teaching and learning process?		
4.	Mobility, Recognition and Prior Learning [Tick as Appropriate]	YES	NO
4.1.	Are study periods conducted by students in other institutions within various mobility schemes recognised by your institution?		
4.2.	Do incoming mobile students at your institution benefit from support in order to be able to cope with their new cultural and linguistic environment?		
4.3.	Are examples of good practise in teaching and learning that mobile staff come into contact with discussed and disseminated at the institutional level?		
4.4.	Is prior learning (in non-formal learning environments) recognised by your institution for the purpose of access into educational programmes?		
4.5.	Is the process of recognition easy?		
4.6.	Can recognition of prior learning be done without significant costs or bureaucracy?		
5.	The Social Dimension [Tick as Appropriate]	YES	NO
5.1.	Are special support measures in place in order to help students from disadvantaged backgrounds?		
5.2.	Are learning paths flexible enough so as to permit combining work/family-life and studies?		
6.	Teaching and Learning ethods [Tick as Appropriate]	YES	NO
6.1.	Does your institution use peer assessment and peer learning?		
6.2.	Does your institution have programmes for which it uses activity-based learning?		
6.3.	Is group-work used in the learning process within your institution?		
6.4.	Are extra-curricular activities of students accepted and recognised as an essential part of the learning experience?		
6.5.	Is the development of transversal skills by students one of the objectives of the learning process in your institution?		
7.	Student Assessment Methods [Tick as Appropriate]	YES	NO
7.1.	Are the goals of the learning process agreed upon between teachers and students?		
7.2.	Are peer- and self-assessment used as a method in the student assessment process?		
7.3.	Are projects used in the assessment of students?		
7.4.	Are simulations of tasks and ›real life‹ situations used in the assessment of students?		
8.	Learning Environment [Tick as Appropriate]	YES	NO
8.1.	Do students have access to appropriate research and study facilities both on and off campus?		
8.2.	Is information technology used within the learning process?		
8.3.	Do librarians collaborate with teachers in order to enhance students' learning experience?		
8.4.	Does you institution contribute to promoting a national/regional culture of ?		
9.	Professional Academic Development [Tick as Appropriate]	YES	NO
9.1.	Does your institution have any guidelines on teaching and learning?		

9.2.	Does your institution have a regular professional development programme for teaching staff?		
9.3.	If yes, does this programme include a constructive discussion on the application of teaching methods?		
9.4.	Does this programme use an SCL approach in providing training on the use of innovative teaching methods and student-centred curriculum development?		

Source: *Student Centred-Learning. Toolkit for Students, Staff and Higher Education Institutions*, Brussels 2010, p. 13–16

1.2. STUDENT-CENTERED EDUCATION – THE POLISH PERSPECTIVE

In Poland, there are no documents that refer directly to this concept. There are many regulations on student support, financial support or legal provisions ensuring student self-government, but these regulations do not directly refer to the obligation to involve students in the educational process.

Such provisions can be found in the Statute of the Polish Accreditation Committee (PKA), where the criteria for the evaluation of study programmes also include SCL. It should be noted here that the PKA is obliged to include SCL in its assessment criteria (it must carry out its assessments in accordance with European standards).

The table below shows a comparison of the PCA criteria (which can be found in the statutes) with the European standards:

PKA programme evaluation and application review criteria compared to ESG standards³

PKA Criteria (2018)	ESG (2015)
Criterion 1. Structure of the study programme: concept of education, learning objectives and outcomes	1.1 Policy for quality assurance 1.2 Design and approval of programmes
Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process	1.2 Design and approval of programmes 1.3 Student-centred learning, teaching and assessment
Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas	1.4 Student admission, progression, recognition and certification 1.3 Student-centred learning, teaching and assessment
Criterion 4. Competence, experience, qualifications and the number of staff providing education. Staff development and in-service training	1.5. Teaching staff
Criterion 5. Education infrastructure and resources used in the implementation of the study programme and their improvement	1.6 Learning resources and student support
Criterion 6. Cooperation with social and economic stakeholders on the development, implementation and improvement of the study programme and its impact on the development of the degree programme	-
Criterion 7. Conditions for and methods of improving the internationalisation of education provided as part of the degree programme	-
Criterion 8. Supporting learning, social, academic or professional development of students and their entry on the labour market. Development and improvement of such support	1.6 Learning resources and student support
Criterion 9. Public access to information about the study programme, conditions for its implementation and achieved results	1.8 Public Information

³ *Approval of the Application by PKA - Polish Accreditation Committee for Renewal of Inclusion on the Register*, https://pka.edu.pl/wp-content/uploads/2019/07/2019-06-A67_Application_decision_PKA_cISAWyk.pdf, s. 43–48, dostęp 9 XI 2023 r.

Criterion 10. Quality assurance policy, designing, approving, monitoring, reviewing and improving the study programme	1.1 Policy for quality assurance 1.2 Design and approval of programmes 1.7 Information management 1.9 On-going monitoring and periodic review of programmes 1.10 Cyclical external quality assurance
---	--

Source: https://pka.edu.pl/wp-content/uploads/2019/07/2019-06-A67_Application_decision_PKA_cLSAWyk.pdf, p. 43–60 (access: 2024.12.09)

As you can see, student-centred education according to European standards is compared with two PKA criteria:

1. Criterion 2. Implementation of the study programme: programme contents, timetable for the implementation of the study programme, forms and organisation of classes, methods of education, student placements, organisation of the teaching and learning process
2. Criterion 3. Admission to studies, verification of learning outcomes achievement by students, giving credit for individual semesters and years and awarding diplomas

The PKA criteria are anchored in the law and their details can be found in the standards.

For example, in criterion 2, more precisely in standard 2.3, we find the following provisions on teaching methods⁴:

For general academic profile:

Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for conducting research or participation in research⁵.

For practical profile:

Teaching methods are student-centred, motivate students to actively participate in the teaching and learning process and enable students to achieve learning outcomes, and, in particular, allow for the preparation for practising the profession in the labour market in the areas typical for the degree programme⁶.

In the case of criterion 3 we find elements related to assessment.

For general academic profile:

The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by the students. Verification and assessment methods used are student-centred, provide feedback on the achievement of learning outcomes, and motivate students to actively participate in teaching and learning. They also allow for the verification and assessment of all learning outcomes, including, in particular, preparation for conducting research or participation in research⁷.

For practical profile:

The system for learning outcomes verification enables the monitoring of students' progress and guarantees reliable assessment of the achievement of learning outcomes by students. Verification and

⁴ Study programmes in Poland operate on two profiles: general academic or practical. This is probably where this distinction in standard comes from.

⁵ Statut PKA from April 2024 r., p. 23, <https://pka.edu.pl/statut-pka/> (access: 2024.12.09)

⁶ Statut PKA z kwietnia 2024 r., s. 30 dostępny tutaj: <https://pka.edu.pl/statut-pka/>, dostęp: 2024.11.30

⁷ Statut PKA z kwietnia 2024 r., s. 25 dostępny tutaj: <https://pka.edu.pl/statut-pka/>, dostęp: 2024.11.30

assessment methods used are student-centred, provide feedback on the achievement of learning outcomes, and motivate students to actively participate in teaching and learning. They also allow for the verification and assessment of all learning outcomes, including, in particular, the acquisition of practical skills and preparedness to conduct business activity in the labour market area corresponding to the degree programme⁸.

As you can see, in Poland we have the opportunity to expect universities to introduce SCL. It is worth expressing this expectation clearly to those responsible for the study programmes.

⁸ Statut PKA z kwietnia 2024 r., s. 31 dostępny tutaj: <https://pka.edu.pl/statut-pka/>, dostęp: 2024.11.30

Part 2. STUDENT-CENTRED EDUCATION INITIATIVES

In 2024, the Foundation for Quality Education organised the first "Student-Centred Education Initiatives" competition for students and doctoral candidates. It was organised as part of the Portal for the Quality of Learning and Teaching project.

Below you will find the application form:

Student-Centred Education Initiatives Form (features of the form fields are marked in blue):

1. Title: [text up 60 fonts]

2. Learning outcomes of the Student-Centred Education Initiative: [table: not all rows must be filled in]

Learning outcome:	Level of the Learning Outcome: (6 – bachelor; 7 – master; 8 – Ph.D.)
Knowledge:	
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]
Skills:	
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]
Social competencies:	
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]
[up to 100 fonts]	[cafeteria with 3 options: 6, 7, 8]

3. Description of the Initiative – programme approach: [text: min. 600 maks. 900 fonts]

4. Methods: [text: 400–600 fonts]

5. Estimated number of student working hours:

Contact hours (directly with the academic teacher): [number – 3 fonts]
Individual student working hours: [number – 3 fonts]

6. Number of ECTS for the Initiative: [number – 2 fonts]

7. Programme of the Initiative with number of student working hours: [table: not all rows must be filled in]

Number of hours	Description of the students' work
[3 fonts]	[100 fonts]
[3 fonts]	[100 fonts]
[3 fonts]	[100 fonts]
[3 fonts]	[100 fonts]
[3 fonts]	[100 fonts]
[3 fonts]	[100 fonts]

8. Sources of knowledge needed to implement for the education Initiative (books, websites, reports, etc.) – max. 5 sources:

1	[100 fonts]
2	[100 fonts]
3	[100 fonts]
4	[100 fonts]
5	[100 fonts]

9. Area of study for the education initiative: [40 fonts]
10. Person submitting the education initiative (name and surname): [60 fonts]
11. Name of the university, gdzie zgłaszający studiuje: [60 fonts]
12. Field of study of the applicant: [60 fonts]
13. Study: [cafeteria with 3 options: bachelor, master, Ph.D. Study]
14. Study year: [cafeteria with 5 options: 1, 2, 3, 4, 5]
15. Contact address (mail): [60 fonts]

Our experience shows that the form worked well – it made it possible to evaluate the submitted initiatives – although we will definitely improve it next year (especially from the technical side). The possibility of attaching additional files was important when submitting initiatives – initiatives with attachments were awarded, although the lack of an attachment was not decisive for the lack of an award.

A total of 66 teaching initiatives were submitted for the competition. They were analysed to determine whether a particular initiative could be used in accordance with the regulations. For this assessment, we used the provisions on ECTS and hours (points 5 and 6) of the form. As stated in Art. 67, Section 3 of the Higher Education Act (Journal of Laws 2018, item 1668, as amended):

"One ECTS point corresponds to 25–30 hours of student work related to the courses organised by the University and individual work related to these courses".

So, for example, if 3 ECTS points were allocated to a particular initiative, this meant that the sum of contact hours and the student's own work should be between 75 and 90 hours. Unfortunately, it turned out that no fewer than 40 applications had calculated the ECTS points incorrectly. As a result, 26 applications were accepted for review. Other legal and formal problems did not lead to the applications being rejected, although, for example, the competition applications contained many errors in the wording of the learning outcomes. We would like students and doctoral candidates to inform themselves about the formal and legal requirements for courses at universities in Poland and in the European Higher Education Area.

The competition jury consisted of four people: the Rector of the University of Natural Sciences, Dr Krzysztof Kannenberg, the Dean of the University of Arts, Prof. Tomasz Myjak, a doctoral student who is actively involved in the European Students' Union, Ms Natalia Greniewska, and the author of this publication (chairman of the jury).

On the following pages we present the honoured student teaching initiatives. We hope that they will be an inspiration for all those who organise lessons:

The jury of the "Student Teaching Initiatives" competition has honoured three initiatives:

1. First place: Jakub Niewiński (University of Zielona Góra) for the project "Introduction to empathetic intercultural communication".
2. Second place: Joanna Kubiak (Poznań University of Technology) for the project "Gamification in the fundamentals of radiation protection".
3. Third place: Maria Pytko (Wrocław University of Technology) for the project "Urban space user experience".

We have also decided to award a prize:

-
4. Award: Karolina Biegun, Martyna Engler, Oliwia Mackiewicz, Wiktoria Ringel, Agnieszka Sot (University of Silesia in Katowice) for the project "Methods and ways of working with children and young people in workshops".

2.1. First place: Jakub Niewiński (University of Zielona Góra) for the project
"Introduction to empathetic intercultural communication"

[APPLICATION FORM]:

1. Title:

Introduction to Empathetic Cross-Cultural Communication

2. What are the educational goals (learning outcomes) of the education initiative?

Knowledge Goals – What will you know?:

1. I have structured knowledge of various cultural circles and intercultural interaction processes (level 6 of the Polish Qualifications Framework).
2. I have knowledge of empathetic communication and dialogue in the era of globalization and migration (6 PQF).
3. I know various methods and tools that facilitate intercultural communication, including storytelling and NVC (Nonviolent Communication).

Skills Goals – What will you be able to do?:

1. I can go beyond the ethnocentric and Eurocentric perspective in communication with the Other/Different.
2. I can critically look at my own culture and assess the degree of my own intercultural sensitivity.
3. I can assess the effectiveness of various methods and tools for carrying out tasks in intercultural communication.

Social Competence Goals – What the social competences will the Initiative give you?:

1. I am ready to communicate empathetically, openly and culturally sensitively with people from different cultures.
2. I am ready to engage in intercultural dialogue and activities for minorities.
3. I can interpret the social behavior of representatives of different cultures and come to terms with culture shock

3. Description of the Initiative - program approach:

Intercultural communication is an essential part of living with others in a dynamically globalising reality. It helps people to become responsible local and global citizens equipped with intercultural competences, thanks to which they are able to recognise and accept cultural differences. It combines knowledge, intrapersonal, interpersonal and social skills. It includes the competence to appreciate and critically perceive one's own perspectives and cultural practises through interactions with people, texts and contexts. The aim of the didactic practise presented is to arouse students' interest in the intercultural communication competences model, which builds on intercultural awareness, intercultural sensitivity and intercultural skills. Topic blocks: Recognising cultures and developing respect, interaction and empathy towards others, reflecting on experiences.

4. Methods:

Intercultural sensitivity exercises using storytelling and NVC; e-learning methods; case analysis; lecture with multimedia presentation, lecture.

5. Estimated number of student working hours:

Contact hours (directly with the academic teacher):	120
Individual student working hours:	300

6. Number of ECTS for the Initiative

3 ECTS

7. Programme of the Initiative with number of student working hours:

Description of students' work	Number of hours
Preparation for classes, including editing an essay presented in class	25
Studying literature indicated by the instructor	25
Independent study of the content covered in class and preparation of a project/presentation	25
Consultations with the instructor and preparation for the exam	25

8. Sources of knowledge needed to implement for the education Initiative (books, websites, reports, etc.) – max. 5 sources:

1. Kusio U., *Dialog w komunikacji międzykulturowej. Idealy a rzeczywistość*, Wyd. Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2011.
2. *Mutual Intercultural Relations*, red. J. Berry, Cambridge University Press, 2017.
3. Nikitorowicz, J., *Grupy etniczne w wielokulturowym świecie*, Gdańskie Wydawnictwo Psychologiczne, Sopot 2010.
4. Paleczny, T. *Interpersonalne stosunki międzykulturowe*, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2007.
5. Wilczyńska, W., Mackiewicz, M., Krajka, J., *Komunikacja interkulturowa. Wprowadzenie*, Wydawnictwo Naukowe UAM, Poznań 2019.

9. Area of study for the education initiative:

pedagogy, teaching specialties

[APPLICATION FORM ATTACHMENT]:

Introduction to Empathetic Cross-Cultural Communication

Structure of classes

The programme of the proposed didactic initiative includes lectures (two semesters of 60 hours each) and tutorials (two semesters of 60 hours each) and is divided into three thematic blocks: Recognising cultures and developing respect, interacting and empathising with others, and reflecting on intercultural experiences. I am interested in a proportional distribution of hours (an innovation compared to what is found in the current curricula of different classes by balancing the number of hours for lectures and exercises) in each semester according to the scheme: 30 hours of lecture + 30 hours of exercises. The didactic initiative "Introduction to Empathetic Intercultural Communication" requires interaction and teaching with a variety of methods and tools and engaged students. Three main attitudes are taught in class: Showing empathy, showing respect and taking responsibility for oneself and one's actions. These are crucial for intercultural communication. The key ideas of empathetic intercultural communication link three themes that are interconnected in the learning continuum:

Recognizing cultures and developing respect

Students move beyond their familiar worlds and axiologies to explore new ideas and experiences related to specific cultural groups. They compare their own knowledge and experiences with those of others, learning to recognize similarities, acknowledge differences, and the need to engage in critical reflection on differences. Students respect the diversity of perspectives of others.

Students:

- examine their own culture and cultural identity;
- examine and compare knowledge of other cultures, beliefs, and practises;
- develop respect for cultural diversity.

Interaction and empathy towards others

This element involves students developing the ability to relate and transfer to other cultures through interactions between different cultural groups. Students are encouraged to be flexible and adaptable and to try out new cultural experiences through interactive methods of collaboration. Empathy helps them to develop a sense of solidarity with others by empathising with the perspectives and experiences of others. Empathy helps them to identify with the feelings, situations and motivations of others.

Students:

- communicate across cultures;
- consider and develop multiple perspectives;
- - empathise with others.

Reflecting on intercultural experiences and developing an attitude of responsibility

This element involves students developing the ability to reflect on the importance of experience as an essential element in intercultural learning. Students use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture. They are encouraged to reflect on their own behaviours and reactions to intercultural encounters and to identify cultural influences that may have contributed to them. They learn to reconcile different cultural values and perspectives and to take responsibility for their own behaviours and interactions with others within and across cultures. They learn about the concept of culture shock and strategies for coping with it.

Students:

- reflect on intercultural experiences;
- challenge stereotypes and prejudices;
- mediate and negotiate cultural differences.

Below are links to other materials I have written that can be used by the instructor either as ready-made exercise scenarios or/and as examples of good practise to support student activities (in Polish language):

Ręka, która łączy, <https://poznawielureligii.com/wp-content/uploads/2023/05/Reka-ktora-laczy-chamsa.pdf>

Live is for loving forevermore [in:] *Untold Stories. Forgotten places of memory. Educational materials, Humanity in Action*, https://uprzedzuprzedzenia.org/wp-content/uploads/2023/09/Untold-Stories-educational-materials-EN.pdf?utm_source=website&utm_medium=article&utm_campaign=UntoldStories_edu, pp. 49–56.

Życzliwość [in:] *Edukacja Europejska. Podręcznik*, <https://schuman.pl/strona-glowna/podrecznik-edukacji-europejskiej/>, pp. 83–93.

Nuna i Natasza – dwie historie, jedna godność. Empatyczne postrzeganie wykluczonych, <https://migracje.ceo.org.pl/scenariusze/nuna-i-natasza-dwie-historie-jedna-godnosc-empatyczne-postrzeganie-wykluczonych>.

Akceptująca wielokulturowość na wyciągnięcie ręki, <https://e-globalna.edu.pl/index.php?etap=10&i=1343>.

2.2. Second place: Joanna Kubiak (Politechnika Poznańska) for the project „Gamification in the basics of radiation protection”.

[APPLICATION FORM]:

1. Title:

Gamification in the basics of radiation protection

2. What are the educational goals (learning outcomes) of the education initiative?

Knowledge Goals – What will you know?:

1. The student has a structured knowledge of the fundamentals of nuclear physics and ionising radiation (7 PQF, 8 PQF).
2. The student knows the basic principles of radiation protection (7 PQF, 8 PQF).
3. The student has knowledge of gamification methods in the education about ionising radiation (7 PQF, 8 PQF).

Skills Goals – What will you be able to do?:

1. The student is able to consciously assess the danger posed by a source of ionising radiation (7 PQF, 8 PQF).
2. The student is able to prepare a game strategy and apply the knowledge in practise (7 PQF, 8 PQF).
3. The student is able to develop gamification for the purpose of education in a specific field (7 PQF, 8 PQF).

Social Competence Goals – What the social competences will the Initiative give you?:

1. The student understands the concept of teamwork and is able to utilise the talents of individual team members (7 PQF, 8 PQF).
2. The student is able to define the roles of team members to increase the effectiveness of the group (7 PQF, 8 PQF).
3. The student is able to communicate their theoretical knowledge in a way that is interesting and encouraging to the recipient (7 PQF, 8 PQF).

3. Description of the Initiative - program approach:

The aim of the practical course: to acquire knowledge of the fundamentals of radiation protection and to develop students' creativity and ability to apply and transfer knowledge in practise.

Subject area:

- Fundamentals of radiation protection and nuclear physics;
- Ionising radiation in board games;
- Workshops that use gamification to teach the basics of radiation protection;
- Radiation protection in computer games and virtual reality.

Teaching methods: Theoretical lectures on the programme content; project teaching with elements of laboratory teaching.

Assessment methods: To pass the course, students will prepare a gamification project in groups in which they will address a topic of their choice from the lecture content. The invented projects will be tested in workshops organised for younger students at the end of the course. A systematic review of the project progress is planned during the project lessons.

4. Methods:

- Systematisation of knowledge about ionising radiation with the help of mind maps;
- Review of the literature on the use of gamification;
- active and proactive participation in lessons where examples of the use of gamification in radiation protection are presented;
- content-related consultations with the teacher teaching the subject;
- Meetings with team members;
- Completion of a project on gamification in radiation protection;
- Testing own project at workshops for other groups;
- - Summarising your own project.

5. Estimated number of student working hours:

Contact hours (directly with the academic teacher):	50
Individual student working hours:	50

6. Number of ECTS for the Initiative

4 ECTS

7. Programme of the Initiative with number of student working hours:

Description of students' work	Number of hours
Acquisition of knowledge in the field of radiation protection and nuclear physics	27
Active participation in gamification in the teaching of radiation protection	7
Working on a gamification project in education	48
Testing invented projects	18

8. Sources of knowledge needed to implement for the education Initiative (books, websites, reports, etc.) – max. 5 sources:

1. Gorączko W., *Ochrona radiologiczna*, Wydawnictwo Politechniki Poznańskiej, 2011.
2. Kim S., Song K., Locke B., Burton J., *Gamification in Learning and Education*, Springer International Publishing AG, 2017.
3. Król K., *Bezpieczeństwo radiologiczne*, PWN, 2024.
4. Tkaczyk P., *Grywalizacja. Jak zastosować mechanizmy gier*, Onepress, 2024.
5. Przygotowywany przeze mnie i innych współautorów artykuł naukowy na temat promieniowania jonizującego w kulturze masowej – w trakcie przygotowania.

9. Area of study for the education initiative:

physical sciences; radiation protection

[APPLICATION FORM ATTACHMENT]:

PROJECT ABSTRACT:

As children, we are often afraid of the dark and imagine that dangerous, unknown and potentially dangerous creatures lurk there. As adults, however, we know that darkness is simply the absence of visible light. It is much the same with radioactivity – many people fear it not because of the phenomenon itself, but because they do not understand the nature of radioactivity. It is therefore crucial for society to be able to view ionising radiation “in the light of knowledge” and thus overcome fear.

The current energy situation requires urgent, innovative solutions, including energy generation from new sources such as nuclear power. Their social acceptance requires a broad understanding of the basic operating principles and the safe use of radiation. Without this knowledge, fears of nuclear energy can become an obstacle preventing the full utilisation of its potential.

Every university graduate, especially in the fields of science and technology, should have at least a basic knowledge of radiation protection. Such knowledge not only dispels fears and doubts, but also enables conscious participation in the social dialogue on the safety and development of new energy technologies. The subject “Gamification in the basics of radiation protection” enables students to acquire knowledge in the field of ionising radiation with the help of gamification as a didactic form.

SAMPLE GAMALIZATION ACTIVITIES CARRIED OUT BY THE REGISTERANT TO DATE:

Workshops with elements of gamification at the Poznań University of Technology (2023–2024)

I have designed and implemented workshops with gamification elements for children from primary and secondary schools. During the lessons, the children earned stamps for completing tasks related to environmental engineering (air quality, system design, fluid mechanics) – if they earned all the stamps, they were eligible for a prize. One of the elements of the workshop was a board game with data on key environmental engineering events, which engaged the participants and helped them learn through play.

A board game about ionising radiation

This is my own educational board game project, tested on groups of different ages. More information can be found under the QR code (in Polish language):



Link: https://www.facebook.com/profile.php?id=61566208358477&sk=about&locale=pl_PL

I am the winner of a competition for the design of board game card content.

My original ideas for the content of the cards were included in the popular educational games “IKNOW” and „5 Sekund Junior – edycja specjalna”.

Workshops “Researchers’ Night” (2023-2024)

In 2023, I organised workshops on environmental technology with my team. In 2024, I organised workshops on the topic of environmental technology in combination with the world of board games.

More information: <https://www.facebook.com/100086858453154/posts/503094925929118/?mibextid=rS40aB7S9Ucbxw6v> (access: 2024.11.30)

2.3. Third place: Maria Pytko (Wrocław University of Science and Technology) for the project: „User experience of urban space”.

[APPLICATION FORM]:

1. Title:

User experience of urban space

2. What are the educational goals (learning outcomes) of the education initiative?

Knowledge Goals – What will you know?:

1. Knows the contemporary principles of universal design of spaces that are accessible to all users (6 PQF).
2. Knows the principles of gathering information and interpreting it to create design concepts (6 PQF).
3. Understands the role of the architect, his/her influence on the daily life of all users of urban space (6 PQF).

Skills Goals – What will you be able to do?:

1. Is able to critically analyse and evaluate conditions (6 PQF).
2. Is able to integrate information from different areas of science and different sources (6 PQF).
3. Is able to recognise the significance of different aspects and impacts of project activities (6 PQF).

Social Competence Goals – What the social competences will the Initiative give you?:

1. Understands and respects the diverse possibilities and needs of space users (6 PQF).
2. Takes responsibility for the appropriate protection of the environment and cultural heritage (6 PQF).
3. Is able to make reliable judgements and constructive criticism of architectural interventions (6 PQF)

3. Description of the Initiative - program approach:

Design/Workshop Exercises. Students learn the principles of urban space design, the concepts of different spaces (e.g. neighbourhood, semi-public and public). They learn about the diversity of users and their characteristics and needs (with particular attention to pedestrians, elderly people, disabled people, carers of young children, cyclists, car drivers, children and young people). They analyse the functions and possible uses of a given urban space in terms of barriers and facilities for all its users; they try out routes in the space that are claimed by its users (visual and utilitarian aspects, e.g. benches, pedestrian crossings, driveways, car and bicycle parking, pavements, cycle paths, dog zones, the route to school/shop/bus stop/health centre, culturally important places, etc.). They will learn about the principles of participatory design and the legal conditions.

4. Methods:

The students work in groups. They carry out site visits and prepare analyses based on information they have collected from various sources. They systematically present the results of their work and formulate conclusions. They independently diagnose key problems for a specific area and look for solutions with the support of the teacher. Thanks to regular presentations in the forum, the individual

groups exchange their observations. The result of the groups' work are design recommendations for specific areas that aim to enable inclusive use of urban space by all its users.

5. Estimated number of student working hours:

Contact hours (directly with the academic teacher):	45
Individual student working hours:	45

6. Number of ECTS for the Initiative

3 ECTS

7. Programme of the Initiative with number of student working hours:

Description of students' work	Number of hours
Plan analyses, site visits, research on the needs of space users	30
Preparation of analysis results, formulation of conclusions and their presentation	60

8. Sources of knowledge needed to implement for the education Initiative (books, websites, reports, etc.) – max. 5 sources:

1. Kuryłowicz E., Ludzki wymiar architektury. Teoria dla praktyki, Narodowy Instytut Architektury i Urbanistyki 2024.
2. Sim D., Miasto życzliwe. Jak kształtować miasto z troską o wszystkich, Wysoki Zamek 2021.
3. Chmielewski J.M., Mirecka M., Modernizacja osiedli mieszkaniowych, Oficyna Wydawnicza Politechniki Warszawskiej 2007.
4. Właściwe dla danego miasta/obszaru portale Systemu Informacji Przestrzennej, w tym Miejsce Planu Zagospodarowania Przestrzennego

9. Area of study for the education initiative:

field of engineering and technical sciences

Part 4. GOOD PRACTISES IN TEACHING AND LEARNING

In 2024, 42 good practises were added to the database, so that it currently comprises 194 practises (in Polish language). Over the years, this has been the result of selecting from hundreds of submissions. What struck us in this year's edition was the emergence of good practises directly related to the well-being of students. Below you will find the titles of the good practises that have been assigned the keyword "well-being":

- Beelibrary
- The week with no technology
- Cooking at the campus
- Science walk
- Healthy lifestyle prevention
- Selfdevelopment zone
- Mornings with mindfulness
- Personal development workshops

We would like to remind you that the authors of the practises are students and doctoral candidates. In accordance with the rules of good practise reporting, we do not provide names and surnames, but we leave information about the university represented by the respective author (as you can see, several universities dominate, all of which are state-owned).

The value of this collection also lies in presenting the student perspective on the educational process - that is, what needs undergraduate and graduate students have and what ideas they have to make their education more engaging. Many practises are repetitive, but this is also an important signal in the view of the editorial team – repetition indicates a stronger need.

The editorial team has not made any changes to this.

The responsibility for implementing a particular practise lies with the individual teacher and the university. The editorial team recommends discussing whether a particular practise complies with the formal framework of the degree programme before implementing it. It therefore accepts no responsibility for legal issues relating to practises, particularly in the case of external assessments by accreditation commissions.

Analysing best practise will be the subject of the Foundation's activities in the coming years.

All the practises listed below can be found in the PJK database under the link: <https://pjk.edu.pl/dobre-praktyki/> (in Polish language).

Participation in the Erasmus Mundus programme

Description of the practise:

The participation of a university in a consortium with an Erasmus Mundus grant facilitates its internationalisation and allows students to embark on international studies while maintaining part of their usual environment, including the support of the university's programme coordinator. By participating in a programme with students from all over the world, a student can make various contacts while studying in at least three different countries. Moreover, in this environment they can become ambassadors of their university and Poland.

Key elements of the practise:

- Obtaining a diploma that can be combined with a Polish diploma;
- Preparation for professional mobility;
- Promotion of the Polish quality of education;
- Training in a specialised field.

Name of the university:

Wroclaw University of Science and Technology

Academic Didactics Forum

Description of the practise:

The Academic Didactics Forum of the Faculty of Philology is a year-round event, but most training courses take place in February and September, i.e. before the start of the new semester. Most of the trainings are conducted by faculty members as part of the exchange of best practises. Both training participants and lecturers receive certificates confirming their personal development. On the Forum website... you will also find information about free training sessions.

Key elements of the practise:

- Professional forum;
- Education;
- Webinars;
- Improvement of qualifications.

Name of the university:

University of Opole

Laboratory, Simulation and Clinical Journals

Description of the practise:

Laboratory, simulation and clinical exercise journals are an original solution used in the didactic process at the Faculty of Medicine of the University of Opole. They are a teaching aid for students of the Faculty of Medicine. They are a complementary reflection of the contents of practical training described in the subject card, often extended by important content on a given topic.

Key elements of the practise:

- Journal;
- Learning outcomes;
- Quality of education;
- Support for students and academic teachers.

Name of the university:

University of Opole

Beelibrary

Description of the practise:

The University of Lodz Beelibrary is a unique initiative that combines ecological education with the promotion of reading. The project involves the creation of a bee-friendly space near the university library, where special beehives and a flower meadow have been set up. The activities aim to raise the ecological awareness of the academic and local community and promote the use of the library's resources through interesting events and workshops..

Key elements of the practise:

- Installation of beehives and a flower meadow;
- Educational workshops;
- Promotion of reading;
- Thematic events;
- Collaboration with experts;
- Information campaign;
- Involvement of the academic community.

Name of the university:

University of Lodz

Ambassador program

Description of the practise:

The University of Łódź Ambassadors Programme is an initiative aimed at involving students in the promotion of the university and its educational and scientific offer. The Ambassadors act as representatives of the University in the academic community and beyond. They support recruitment, promotional activities and building a positive image of the University of Łódź. The programme offers participants the opportunity to gain valuable experience in the areas of marketing, communication and event organisation, and at the same time enables the development of needed competencies.

Key elements of the practise:

- Recruitment of ambassadors;
- Training courses and workshops;
- Support for promotional activities of the university;
- Advertising on social media;
- Networking and personal development.
- Certificate and references;
- Cooperation with the careers office.

Name of the university:

University of Lodz

SGH Partner Club

Description of the practise:

The SGH Partner Club is a platform for collaboration between the university and companies from various industries that support the development of students and the realisation of academic initiatives. The club enables companies to come into direct contact with students through the organisation of events, workshops, competitions and work placements, while supporting the university in the implementation of its educational mission. In this way, business partners can build their brand as attractive employers and students gain unique professional experience.

Key elements of the practise:

- Organisation of industry events;
- Workshops and training courses;
- Mentoring and coaching programmes;
- Access to job and internship opportunities;
- Research projects and case studies;
- Financial and content-related support from universities.

Name of the university:

SGH Warsaw School of Economics

Sending materials before classes

Description of the practise:

Sending materials to students and pupils before class allows them to familiarise themselves with the topic in advance. They can search for additional information, remember some events/facts on a given topic, which makes them more active in class and the lesson itself more interesting.

Key elements of the practise:

- Sending the topic/materials for classes before they start.

Name of the university:

University of Lodz

“Diverse” means more interesting for the brain

Description of the practise:

Lectures and seminars given by several lecturers on a given day instead of one. The students have a new stimulus in the form of a different person and a new approach from the teacher. Instead of one long lecture with one lecturer, it is worth splitting the topic into shorter, consecutive 45-minute/hour courses with 5-minute breaks. Then it is possible to focus on specifics and approach the lessons with more energy on the part of both the lecturer and the students.

Key elements of the practise:

- A programme that promotes effective learning;
- Enables the discovery of different approaches to the subject by different lecturers;
- Improves concentration and learning efficiency;
- Supports the quality of education by maximising concentration time;
- Prevents fruitless, heavy lectures, e.g. four hours long, where students sit but do not listen because they are no longer able to do so.

Name of the university:

Jagiellonian University in Krakow

Social media of science students association

Description of the practise:

This is a relatively new method of "advertising" for science students association. A few years ago, students were still registering "blindly" for associations. Today, it is possible to find profiles of individual associations on social media, familiarise yourself with their activities and decide to become a member.

Key elements of the practise:

- Setting up social media (Instagram/Facebook/TtikTok etc.) of the science students association of a particular faculty;
- the publication of content and achievements;
- motivating other students to join the group (this ensures a continuous influx of new students into the group);
- Working on a project that combines creativity, popularisation and science.

Name of the university:

University of Warmia and Mazury in Olsztyn

Language meetings

Description of the practise:

Language meetings enable students to learn a foreign language through language exchange. Each participant teaches their partner the language they know and at the same time learns a new language from them. The meetings take place in a relaxed atmosphere, which facilitates learning and the development of communication skills. It is also an opportunity to meet people who are taking advantage of the Erasmus programme.

Key elements of the practise:

- Learning a foreign language through language exchange;
- Partnership of students with different language skills;
- relaxed and friendly atmosphere of the meetings;
- Development of communicative and cultural skills;
- Promoting linguistic diversity at the university.

Name of the university:

Gdańsk Tech

A week without technology

Description of the practise:

A Week Without Technology is a campaign that encourages students to limit their use of electronic devices and spend more time interacting with people, reading books or spending time outdoors. The event includes offline meetings, outdoor games and workshops to develop interpersonal skills.

Key elements of the practise:

- Encouraging people to limit their use of technology for a week;
- Organising offline meetings and field games;
- Encouraging interpersonal interactions and developing passions;
- Helping students deal with technology overload;
- Alternative activities such as reading or going for a walk.

Name of the university:

University of Silesia in Katowice

Cooking on Campus

Description of the practise:

Cooking together is a cyclical culinary workshop where participants learn to prepare simple, inexpensive and healthy meals. During the meetings, participants share their recipes and learn how to better manage their student budget. It's a great opportunity to integrate, develop practical skills and take care of a healthy lifestyle.

Key elements of the practise:

- Cookery workshops for students;
- learn how to prepare inexpensive and healthy meals;
- Exchange recipes and cooking ideas;
- Supporting a healthy lifestyle among students.

Name of the university:

University of Warsaw

Inspiration Box

Description of the practise:

The Inspiration Box is a project in which students can anonymously post their questions, ideas or thoughts on various topics in a special box. Once a week there is a meeting where students and lecturers discuss selected inspirations. The box is a space for the exchange of thoughts and the expression of creativity.

Key elements of the practise:

- An anonymous postbox for students' ideas and reflections;
- Weekly meetings to discuss selected contributions;
- Involving students and faculty in discussions;
- Encouraging creativity and the open exchange of ideas;
- Building an academic community based on dialogue.

Name of the university:

University of Opole

Science Walk

Description of the practise:

Science Walk is an initiative where students can take part in organised themed walks that combine learning with physical activity. During the walks on or around campus, lecturers and older students impart knowledge about the history of science, interesting facts about the university or current scientific problems. This is an ideal alternative to traditional lectures.

Key elements of the practise:

- Organisation of thematic walks with scientific elements;
- the combination of physical activity and knowledge transfer;
- Participation of lecturers or older students as guides;
- Promoting alternative forms of education outside the lecture theatre;
- Building bonds between the participants of the walks.

Name of the university:

University of Gdansk

Best student project

Description of the practise:

The competition for the best student project is an initiative that aims to promote innovative ideas from students. Participants submit their projects, which are assessed by an academic committee and invited experts. The best projects are awarded prizes and supported in their realisation. This motivates students to develop their ideas further and gives them the chance to make a real impact on the university community.

Key elements of the practise:

- Competition to promote innovative student ideas;
- Evaluation of projects by an academic committee and experts;
- Awards and support for the best projects;
- Motivation to develop ideas;
- The opportunity to have a real impact on the university community.

Name of the university:

University of Warsaw of Life Sciences

Mentorship for mature students

Description of the practise:

Mentorship for mature students is a support programme where more experienced students help their younger peers to understand the material, organise their studies and adjust to university. Younger students can apply for help with selected subjects, which helps them to better prepare for classes and exams. This programme builds a community and encourages knowledge sharing.

Key elements of the practise:

- Support programme led by older students;
- Help for younger students with their studies and adjustment to university;
- Shifts on selected topics;
- Building a student community.

Name of the university:

University of Silesia in Katowice

Day of experiments and experiences

Description of the practise:

The Experiments and Experiences Day is a unique event where students from science and technology subjects can present and carry out experiments to introduce other students to their subject area. Participants have the opportunity to experience interesting experiments live, understand physical and chemical phenomena and develop their scientific interests.

Key elements of practise:

- Presentations and performance of experiments by students;
- Introduction to science and technology for others;
- the opportunity to see interesting experiments live;
- Development of scientific interests among participants.

Name of the university:

University of Warmia and Mazury in Olsztyn

Night in the library

Description of the practise:

The Night Study Zone in the library is an initiative that extends the opening hours of the library during periods of increased study, e.g. before a session. Students can use the library's resources late at night, allowing them to plan their studies more flexibly. The initiative provides a quiet place to study and support for students who need peace and concentration.

Key elements of the practise:

- extended library opening hours during sessions;
- the opportunity to use the resources at night;
- Providing a quiet place to study;
- Support for students who need to concentrate;
- Facilitating flexible study planning.

Name of the university:

University of Gdańsk

Mindfulness mornings

Practise Description:

Mindfulness mornings are meditation meetings organised in a quiet space on campus that allow students to recharge positive energy throughout the day. The mindfulness practise is led by an experienced lecturer who teaches techniques for calming, stress reduction and mindfulness. It's a great way to rejuvenate and improve concentration while studying. The slogan "Meditation to start the day" helps to reduce negative emotions.

Key elements of the practise:

- Morning meditation meetings on campus;
- Learning mindfulness and stress reduction techniques;
- Calming and regeneration before a day full of challenges;
- Increasing concentration and mindfulness.

Name of the university:

University of Gdańsk

Notes and book fair

Practise Description:

The Notes and Book Fair is an event where students can exchange notes, study materials, and textbooks for free. Each participant can bring their own resources that might be useful to other students. It's a great opportunity to save on class materials and make new friends.

Key elements of the practise:

- Free exchange of notes and books between students;
- The opportunity to share teaching materials;
- Savings on textbooks and study materials;
- Building contacts between participants;
- Helping students to better prepare for lessons.

Name of the university:

University of Lodz

"Save your exam"

Practise Description:

"Save your exam" is an action organised before the session that provides students with additional consultations, preparatory workshops and study materials. Thanks to this initiative, students can better prepare for the exams with the support of lecturers and senior students. This is an ideal solution for those who need extra support during the intensive period of the session. The help can be not only content-related, but also psychological and mental.

Key elements of the practise:

- Additional consultations and workshops before the session;
- Support from lecturers and senior students;
- Access to materials that facilitate learning;
- Reduction of stress associated with preparing for exams.

Name of the university:

University of Warsaw

Thesis Academy

Practise Description:

The Thesis Academy is a series of courses that guide students through the entire process of writing a thesis – from choosing a topic to final proofreading. With the support of experienced instructors and editors, participants gain knowledge about thesis structure, proper academic style, creating a bibliography, and applying editorial standards. The academy helps students gain confidence in the writing process and also prepares them for final presentations, which significantly reduces stress.

Key elements of practise:

- A series of courses that support the writing of a dissertation from topic selection to proofreading;
- Support from experienced lecturers and editors;
- Learning the structure of the dissertation, academic style and principles for preparing a bibliography;
- Training in editorial standards and proofreading techniques;
- Preparation for final presentations to reduce stress before the dissertation defence.

Name of the university:

University of Gdańsk

Summer internship programme

Description of the internship programme:

The summer internship programme enables students to gain work experience during the summer break. Thanks to the university's collaboration with companies from various sectors, students have the opportunity to complete intensive work placements. This programme enables them to gain practical skills and facilitates their entry into the job market by providing a valuable entry on their CV. In return, companies can gain valuable employees for the future.

Key elements of the practise:

- Summer internship programme in partner companies;
- Intensive work experience during the summer break;
- Collaboration between the university and various industries;
- Acquisition of practical professional skills;
- Facilitating entry into the labour market;

Name of the university:

University of Warsaw

Networking

Practise Description:

Networking with Alumni is a cyclical meeting where students have the opportunity to meet graduates who are successful in their industries. The meetings allow students to share experiences, socialise and learn about the realities of working in different industries. Students have the opportunity to ask questions about career paths and professional challenges, which helps them to plan their own future.

Key elements of the practise:

- Cyclical meetings with alumni;
- Networking and sharing of professional experiences;
- Familiarisation with the realities of working in different industries;
- Career planning with the support of mentors;
- Inspiration for professional development.

University name:

University of Warsaw of Life Sciences

Zone of self-development

Practise Description:

This is a series of personal development workshops and training courses covering topics such as time management, confidence building, stress management and goal setting. Thank you to the training, students learn how to achieve better results in their studies and career, develop soft skills and take care of their mental well-being. They have the opportunity to tackle their biggest weaknesses and learn how to capitalise on them in the future.

Key elements of the practise:

- Personal development workshops;
- Time management and stress management training;
- Building self-confidence and setting goals;
- The programme supports the development of soft skills.

Name of the university:

University of Opole

Club for negotiating skills

Practise Description:

The Negotiation Skills Club is a series of meetings led by specialists where students learn the fundamentals and techniques of effective negotiation. Classes include simulations and practical exercises that enable participants to develop their own negotiation style, which is particularly valuable for their future professional life. The programme develops self-confidence and communication skills that are useful both at work and in private life.

Key elements of practise:

- Workshops teaching effective negotiation techniques;
- practical exercises and simulations of negotiation situations;
- Development of self-confidence and communication skills;
- useful skills for the labour market;
- a programme to promote the development of professional skills.

Name of the university:

University of Silesia in Katowice

Healthy lifestyle - prevention

Practise Description:

Healthy Lifestyle Prevention is a programme to promote the physical and mental health of students. It consists of a series of workshops, counselling sessions with nutritionists and personal trainers, and sports activities. The aim of the programme is to make students aware of the importance of healthy habits in their daily lives, which has an impact on better well-being, better concentration and greater efficiency in learning. The academy also supports a balance between learning and a healthy lifestyle.

Key elements of the practise:

- A programme to promote physical and mental health;
- Workshops and counselling sessions with nutritionists and trainers;
- sports activities and health education;
- Supporting a balance between learning and a healthy lifestyle;
- Improving concentration and the effectiveness of learning.

Name of the university:

University of Warsaw of Life Sciences

Encounters with interesting people

Description of the practise:

Meetings with interesting people, including academics, are cyclical events organised by the university. Students have the opportunity to attend lectures and talks with experts from various fields: Scientists, entrepreneurs, artists and social activists. The meetings allow students to broaden their horizons, gain unique knowledge and make valuable contacts. Thanks to the opportunity to interact with the guests, participants can ask questions and exchange opinions with them.

Key elements of the practise:

- Cyclical meetings with experts and scientists from various fields;
- Acquisition of knowledge, learning new perspectives;
- Interaction and the opportunity to ask questions;
- Support for students' personal, professional and scientific development;
- the opportunity to socialise with people from the world of science and business.

Name of the university:

University of Warmia and Mazury in Olsztyn

Excursions with student groups

Description of the practise:

Field trips with student groups bring enormous benefits to the education of young people. Often research aspects are so-called black magic for students... To demystify this situation, student groups are formed. The cyclical trips allow students to acquire skills in collecting materials in the field. The trip itself also has an integrative value and diversifies the studies.

Key elements of the practise:

- Organising meetings with students, collecting ideas for research;
- Field trip to collect research materials;
- joint elaboration of these materials and writing of a popular science or scientific article;
- Publication of the work.

Name of the university:

University of Warmia and Mazury in Olsztyn

Students Alumni Meetup

Practise Description:

The aim of the event is to bring current students together with graduates representing different career paths: Running their own business, academic work, working in companies, in public institutions or non-governmental organisations.

Key elements of the practise:

- The opportunity to have direct contact with graduates representing different industries and career paths;
- Exposure to employment opportunities in the private sector, public sector, non-governmental organisations and academia, helping students to choose their own career path;
- Meeting with alumni who provide students with valuable insights;
- Exchange of experiences, counselling on development opportunities;

Name of the university:

University of Lodz

Incubator for companies

Practise Description:

The Business Incubator is a programme that supports students in starting and developing their own businesses. Students are given access to mentoring, university resources and workshops with experts, which helps them turn ideas into real business projects. The initiative encourages entrepreneurship and supports future entrepreneurs by giving them the opportunity to test market concepts in a safe university environment.

Key elements of the practise:

- The programme supports students in setting up businesses.
- Students have access to mentors and university resources.
- Workshops develop entrepreneurial and strategic skills.
- The incubator promotes innovation and entrepreneurship.
- Participants can test their projects on the market.

Name of the university:

University of Warsaw

Various volunteers

Practise Description:

Volunteer groups are student-led organisations that engage with the local community. Participants can take part in charity events, organise events for those in need and gain experience in leading socially useful projects. They are often where they are most needed in a particular situation. They enjoy supporting local initiatives and encouraging younger generations to join their ranks.

Key elements of practise:

- Students participate in charity events and outreach activities.
- The initiative develops project management skills.
- The programme strengthens participants' social sensitivity.
- Volunteering enables you to acquire practical skills.

Name of the university:

University of Gdańsk

Oxford Debating Society

Practise Description:

The Oxford Debate Club is a place where students can improve their argumentation and public speaking skills. Participants take part in debates on current social and political issues, developing analytical and communication skills that are invaluable both in their studies and in their professional lives. An ideal place where we not only gain knowledge, but also overcome our biggest barriers such as stress or fear of public speaking.

Key elements of the practise:

- The Oxford Debate Club is a space to improve argumentation and public speaking.
- Participants debate social and political issues.
- The programme develops analytical and communication skills.
- The initiative prepares students for future professional challenges.

Name of the university:

University of Silesia in Katowice

Career days

Practise Description:

Career Days are a cyclical event where students have the opportunity to meet representatives from companies in various industries, attend presentations and learn about career paths. By attending job fairs and talking to potential employers, students can better plan their professional future.

Key elements of practise:

- Career Days are an opportunity to meet representatives from various industries.
- Students have the opportunity to attend lectures and workshops.
- Job fairs provide information about career paths.
- The event facilitates contact with potential employers.
- The programme supports students in planning their professional future.

Name of the university:

University of Warsaw

Personal development workshops

Practise Description:

Personal development workshops are a series of meetings led by psychologists, coaches and experts to help students develop soft skills such as stress management, effective communication and confidence building. They are an ideal complement to academic knowledge and enable students to be better prepared for future professional and personal challenges.

Key elements of practise:

- Personal development workshops help students to develop soft skills.
- Sessions are led by psychologists and coaches.
- Participants learn stress management and effective communication.
- The programme prepares students for professional and personal challenges.

Name of the university:

University of Warsaw of Life Sciences

Mentoring for students

Description of the practise:

Student mentoring is an initiative that pairs older students with younger students to support them in their studies, adjustment to university life and personal development. This programme enables younger students to receive advice from more experienced peers, boosting their confidence and helping them to achieve better academic results.

Key elements of practise:

- The programme supports younger students' adjustment to academic life.
- Older students offer advice and guidance and help younger students with their studies and personal development.
- The initiative creates bonds between students from different years.
- Mentoring strengthens the participants' self-confidence and has a positive effect on academic results.
- The programme develops communication and empathy skills in the mentors.

Name of the university:

University of Opole

Student projects and the open academic budget

Description of the practise:

The Open Academic Budget is an initiative that allows students to actively submit their own projects for funding by the university. Thanks to this practise, students can realise ideas for events, workshops or campus development. Submitting projects not only encourages innovation, but also teaches students how to manage their budget, plan and work in teams. In this way, the university supports student involvement in the development of shared space and the creation of new places.

Key elements of practise:

- Open academic budgets allow students to submit projects for University funding.
- Students can submit ideas for events, workshops and infrastructure development on campus.
- The initiative supports the innovation and creativity of the academic community.
- Budget management and planning are taught when submitting projects.

Name of the university:

University of Warmia and Mazury in Olsztyn

Modernity Hackathon

Practise Description:

The Modernity Hackathon is a gathering of creativity and programming that brings together students from different fields to solve technology problems together. Students gain practical skills, learn teamwork and have the opportunity to socialise with experts from the IT industry. The hackathon is also a great opportunity to realise your own projects and test them live in an environment full of technology enthusiasts.

Key elements of the practise:

- The Modernity Hackathon is a meeting of programming and creativity.
- Participants work in teams to solve technological challenges.
- The event allows students to gain practical skills and develop professionally.
- Students have the opportunity to meet industry experts and make new contacts.
- The hackathon supports the development of projects that can be the basis for future start-ups.

Name of the university:

University of Warsaw of Life Sciences

Practical lessons about animals – with animals

Description of the practise:

For many topics that have to do with the breeding and rearing of various animal species in the broadest sense, it is worth inviting people from the industry: Breeders, business owners, enthusiasts, veterinary technicians, specialists in various fields. Classes are held on the university premises or in breeding kennels, specialised shops, grooming salons, etc. Depending on the subject, animals can also be presented or practical teaching aids such as models, phantoms or professional scales can be introduced.

Key elements of the practise:

- Deciding the form of the lesson with the students: stationary or outdoors;
- Invite guests to the lesson whose interests and activities match the topic;
- Checking the competences of the invited guests;
- Ensure the welfare of the animals at every stage of the lesson (ensuring safe shelter, access to water and food, consideration for the animal's welfare).

Name of the university:

University of Agriculture in Krakow

Free FRIS Thinking Styles Tool

Description of the exercise:

FRIS® Thinking Styles is a tool that strengthens students' self-awareness and improves their effectiveness in learning and working. Thanks to the free FRIS® Thinking Styles Analysis, students can better understand their natural predispositions and the way they process information. This helps to better adapt learning methods, increase team effectiveness and promote personal development.

Key elements of practise:

- Free access to the tool for students enables wide use of the programme without financial barriers.
- Participants get to know their strengths better, which helps them in their personal and professional development.
- Understanding different thinking styles improves communication and the effectiveness of group work.
- The FRIS® tool enables students to consciously manage their skills, which is a valuable skill in a professional career.
- The programme makes it easier for students to adapt to individual learning methods.
- The programme supports the development of modern teaching methods that adapt to the needs of modern students.

Name of the university:

University of Lodz

Creative brain night

Description of the practise:

Creative Brain Night is a cyclical event organised every semester by students from different disciplines. It is a great opportunity to take a break from studying, but also to develop creativity and interpersonal skills. It not only integrates the student community, but also stimulates the personal development and creativity of each individual participant. The right dose of inspiration, emotion and lots of fun - a recipe for student practise.

Key elements of the practise:

- Creative Brain Night is an event organised every semester by students from different disciplines.
- A break from learning - fun
- The event integrates the student community and contributes to better interpersonal contacts.
- Stimulates the development of creativity and interpersonal skills.

Name of the university:

University of Opole

**EUROPEAN
STANDARDS
ON SCL**

**STUDENT-
CENTERED
EDUCATION –
THE POLISH
PERSPECTIVE**

**STUDENT-
CENTRED
EDUCATION
INITIATIVES**

**GOOD
PRACTISES IN
TEACHING AND
LEARNING**

Publisher:

Financial support: