



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code
EXPERIENTIAL LEARNING AND APPLIED PROJECT		
Academic staff		Core academic unit(s)
Coordinator: prof. Loreta Vaicekauskienė Other(s): dr. Ieva Steponavičiūtė-Aleksiejūnienė, other teachers		VU Faculty of Philology
Study cycle		Type of the course unit
Master		Optional
Mode of delivery	Semester or period when it is delivered	Language of instruction
Lectures, seminars, tutorials, individual work	Autumn / Spring	English
Requisites		
Prerequisites: none	Co-requisites: The courses Experiential Learning and Applied Project can be linked to any theoretical subject in the socio-cultural humanities, preferably taken in the same term. One course of this type is offered each semester. There are no restrictions on the number of these courses you may take during your studies; however, if you choose more than one, each additional course must be linked to a different theoretical discipline.	

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	98	32	66

Goals of the course		
<p>The course emphasizes experiential learning, critical reflection, collaboration with others, and integration of theory and practice. The students will work on a problem or topic of their choice that connects academic inquiry with practical, civic engagement. NB. A more specific version of the course content and assignments is available on the VU Teams / Moodle platform.</p> <p>General skills: <i>Critical and creative thinking:</i> to critically process information from various sources; to improve existing and generate new ideas. <i>Problem-solving, social and communicative skills:</i> to offer and apply problem-solving solutions; to make informed decisions, based on facts and reflected experience; to engage in constructive teamwork. <i>Academic and professional ethics:</i> understand and respect ethical requirements; to comply with the principles of responsibility and integrity; to engage in dialogue and seek mutual understanding.</p> <p>Subject-related skills: Ability to conduct independent, socially engaged applied project; reflections on of how academic theories operate in real-world settings; collaborative, creative, and communication skills through project work; understanding of ethical, cultural, and practical considerations in translating theory into practice.</p>		
Learning outcomes	Study methods	Assessment methods
Experiential learning will provide the students with an opportunity to explore the phenomena studied in non-standard ways	Experiences and applications of theories in practice	Experiential tasks and (individual or group)

and from a personal perspective. Students will learn to independently and/or collaboratively design, implement, and present a small-scale applied project. The outcome of the course, beside the lessons learned from personal experiences, will be an applied project (or a concept design) that addresses a real-world issue, creates a product with practical value, and/or communicates ideas from the theoretical course to broader audiences.							applied project, incl. reflections
Topics		Lectures	Tutorials	Seminars	Total	Self-study	Assignments
1. Introduction to the course: basic principles of experiential learning, the structure and tasks of the experiential and applied activities, assessment requirements, timeline for further meetings and independent work.		2			2		Bonus task: Prepare (or edit) your CV: what competencies do you have, what would you like to add? Maybe this will help you when choosing tasks for this course? See below for possible experiential tasks and applied projects
2. Brainstorm session: students are invited to share the local/global issues or contexts they would like to engage with, based on currently (or previously) studied subjects, and the type of project they want to carry out. Discussion includes proposals by teachers.				2	2	2	
3. Applied project proposal: workshop on developing a structured 1-2 pages project proposal describing the goals, theoretical background, methods and target audience/community of the chosen applied activity.				4	4	4	
4. Ethical considerations when working with people/cultural materials/institutions (consent forms, anonymity, and bias awareness). Draft of an ethical statement or consent form (if relevant)		2		2	4	6	
5. Implementation of experiential learning and applied project tasks. Documentation of the process (photos, field notes/journals, drafts, video recordings etc.). Preparation of written reflections.				4	4	80	
6. Peer-reviews and feedback sessions - between project groups and in class with teachers		2	8	2	12	6	
7. Final project presentation				4	4		
Total:		6	8	18	32	98	
Assessment strategy	Weight %	Deadline				Assessment criteria	

<p>1) Participation in seminars/workshops and completion of individual/group experiential tasks (students can choose from a list of options below or come up with their own). Please choose 1-3 experiential tasks (30 percent)</p>	<p>During the term</p>	<p>Completed required number of tasks and a single individual written reflection (2-3 pages on the process and results of your experiential learning tasks (see the possible structure of reflection below, but it can also have a free form).</p>
<p>2) Completed applied project (70 percent):</p> <ul style="list-style-type: none"> • Project proposal • Implementation/Creation • Final product/Deliverable • Reflection paper (about 3 pages) reflecting on the implementation process, the challenges you faced, the lessons learned, reflection on how this project expanded your understanding within and beyond theory. <p>You may work individually or – preferably – in groups, depending on the project.</p>	<p>By the end of the exam session</p>	<p>Project Proposal: Clearness, feasibility, and relevance Implementation: Active engagement, quality of work, creativity Final product: Professionalism, relevance, and coherence. Reflection: Depth of insight, clarity of expression, critical thinking</p> <p>(see the required structure of reflection below)</p>

Possible experiential tasks and applied projects

Possible experiential tasks (including written reflection)

- One week **observation diary and process documentation**
- **Introspection/auto-ethnography**
- **Critical group discussion**
- Student-pair **interviews**
- **Role reversal** (e.g. choose a dialogue from a movie or a novel)
- **Imaginary reality scenario**
- **Creation of an object**
- **Group experiment**
- **Exploration**
- **Field encounters:** meetings with people working in some field (**activists, communities, artists** whose works reflect the phenomenon you are studying)

Possible applied projects (including project proposal and reflection)

- Organise and run a **workshop** (e.g. at your workplace and among your peers or other social group)
- Organise a **book club** (design a recommended reading list, etc.)
- Organise a **debate/panel**
- Write and evt. publish an **opinion/science dissemination article**
- Develop a **course plan**
- Prepare and conduct an **interview**; summarise and discuss the responses
- Carry out a **survey**; summarise and discuss the responses
- Make a **tour itinerary**
- Write a (book)/exhibition **review**
- Write **recommendations**
- Write an **application** for a project funding (with or without submitting it)

- **Simulation** of an activity (e.g. a campaign on digital media)
- Create a **social advertising**
- Create an impactful narrative using multimedia (e.g. to raise awareness for a cause) (**video, podcast, blog, etc.**)

How to structure the Applied project proposal (Name the file: your first name_last name_applied project proposal_project topic)

1. Title Page

- Title of the project
- Your name, institution, study program, course title, and date
- Project supervisor/consultant

2. Introduction

- Describe the context and background of your chosen topic/problem/activity
- Explain the significance and relevance of your applied project
- Briefly present the theoretical foundations and key concepts

3. Project description

- Describe the scope of the project (clarify what will be included and what limitations or boundaries you set)

4. Methodology

- Describe each planned step in detail
- Introduce the participants
- Provide a timeline

5. Expected Results

- Describe the expected results and their academic or practical significance
- Define the criteria for evaluating the success of the project

6. References

- Provide a list of all cited literature and sources following an appropriate academic referencing style (e.g., APA or Chicago)

How to structure the reflection (reflections on experiential tasks do not require but may also have a theoretical grounding)

1. Introduction: introduce the focus of the reflection; identify the experience or issue being reflected on; state which theory/theories will be used to frame the reflection.

2. Description or context: describe the project(s), providing enough context for someone unfamiliar with the experience to follow.

3. Theoretical framework: introduce the theory/theories, reference the sources.

4. Analysis and reflection: analyse the experience making connections between theory and practice, consider contradictions, limitations, or alternative interpretations.

5. Implications or conclusion: reflect on what has been learned, on how this reflection informs future thinking, practice, or understanding, pose remaining questions or future directions.

Literature

Literature is self-selected or based on the reading list of the linked theoretical course.