FORUM PEDAGOGICZNE

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Received: 12.05.2025; revised: 29.05.2025; accepted: 05.07.2025

DOI http://doi.org/ 10.21697/fp.2025.2.21

EDUCATIONAL AND PROJECT COOPERATION. WORK TECHNIQUES, OUTCOMES OF ACTIVITIES AND DIRECTIONS OF DEVELOPMENT

WSPÓŁPRACA EDUKACYJNA – PROJEKTOWA. TECHNIKI PRACY, REZULTATY DZIAŁAŃ I KIERUNKI ROZWOJU

Streszczenie: Do coraz bardziej popularnych sposobów uczenia się, dopasowanych do momentów lub sytuacji życiowych, różnych aktywności, specyficznych potrzeb, można zaliczyć m.in. *action learning* włączające doświadczenia (edukacyjne, społeczne, zespołowe) oraz zaangażowanie osób i grup w proces uczenia się. Action/service learning to łączenie nauki z działaniem np. na rzecz społeczności lokalnych, również z projektami – rozwiązywaniem rzeczywistych problemów (Gierszewski, 2022). Co istotne dla prezentowanego tekstu, młode osoby uczące się chętnie podejmują aktywność społeczną oraz współpracują, próbując rozwiązać ważne dla nich problemy. Doceniają praktyczny wymiar edukacji oraz niestandardowe przestrzenie do twórczego działania. Nie należy jednak zapominać o wyzwaniach aktywności projektowych takich, jak m.in. odpowiednia organizacja pracy grupowej, złożoność realizowanych zadań oraz szczegółowe kryteria oceny projektów.

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Słowa kluczowe: współpraca edukacyjna, metoda projektu, proces twórczy, krytyczne myślenie, praktyka szkolna/uczelniana

Abstract: Among the increasingly popular approaches to learning – adapted to life moments or situations, various activities and specific needs – is action learning, which integrates experiential components (educational, social, and collaborative) and involves the active participation of individuals and groups in the learning process. Action/service learning refers to the integration of academic learning with action – such as contributing to local communities – and often includes project-based work aimed at solving real problems (Gierszewski, 2022). Importantly, as highlighted in this text, young learners are eager to engage in social initiatives and collaborative efforts, particularly when these address issues they perceive as meaningful. They value the practical dimension of education and the availability of non-traditional spaces that support creative engagement. However, one must not overlook the challenges inherent in project-based activities, such as the effective organisation of group work, the complexity of assigned tasks, and the detailed criteria for project evaluation.

Keywords: educational cooperation, project method, creative process, critical thinking, school/university practice

Project teams in educational practice – an introduction to the topic

> "There is nothing more widespread than the belief that if you know the definitions, you know the reality to which they refer. This approach is, of course, convenient, but completely devoid of any element of creativity" (Zielińska-Kostyło, Kostyło, 2004, p. 65).

Project teams are formed to accomplish specific objectives – practical undertakings within a defined timeframe. "Depending on the given project, educational needs and goals as well as the stage and form of education – project tasks (their subject, scope and goals) are set by individual project teams, the whole group or together with the teacher" (Kulpa-Puczyńska, Nawrat-Wyraz, 2018, p. 142). These tasks should present a challenge to learners and enable them to independently undertake a variety of actions. For participants engaged in project-based work, the **creative process itself** – rather than its final outcome – is of primary importance. "A project is therefore a process of cooperative problem-solving in which the key directions of action are not determined by the teacher (nor dictated by textbook instructions), but by the students themselves" (Knopik, 2018, p. 90). Other features of a creative educational environment include: the possibility of collaboration – within the framework of engaging tasks – with peers as well as with external experts or institutions; regular dialogue and consultations with

teachers/instructors; their support in encouraging learners to take risks, such as choosing a specific problem-solving approach; preparation for evaluating the outcomes of undertaken actions; broadening learners' knowledge of project-based thinking and the creative process; and the provision of diverse materials and instructional aids (Bereźnicki, 2015; Grocholiński, Just et al., 2021; Knopik, 2018; Zbróg, 2020). In the case of problem-based methods, it is equally important to teach learners how to evaluate the value of proposed solutions and to initiate research activities – encouraging independent acquisition of knowledge.

The project method fosters high levels of learner engagement, also due to the discussions held within teams – offering numerous opportunities to exchange thoughts, opinions and ideas. Participants in project-based work have influence over the selection of topics or problems, as well as the methods used to address them. "Through the effort […] to find answers to the posed problem questions, various forms of activity are prompted, such as sorting information, identifying the most important elements, organising, categorising, compiling and comparing data" (Grocholiński, Just et al., 2021, p. 62). Project teams organise their own working environments, carry out practical tasks and present the results of collaborative efforts. They often choose an additional format or didactic tool (such as an informational brochure, mind map, poster[2], film or audio recording) to accompany the presentation of their topic and enhance the effectiveness of message. Teams also establish cooperation with the school's or university's social environment, engaging in activities that enable the practical application of project outcomes. Working in teams requires a range of skills, including the ability to communicate and discuss educational issues, to ask questions, to confront one's own experiences with the practices of others, and also the willingness to share knowledge and ideas.

Acquiring knowledge and skills through (co)action – the learners' perspective

> "For me, the hallmark of a creative endeavor is an action that results in effective astonishment. The content of this astonishment can be as diverse as the variety of human undertakings"
> (Bruner, 1978, as cited in Schmidt, 2013, p. 78).

Thematic studies provide numerous examples showing that teamwork and project-based collaboration offer various benefits: an increased awareness of one's knowledge, skills and

[2] At this point, it is worth emphasising the importance of *visual thinking* – a method of presenting information in a visual format, which facilitates understanding of the problem situation, stimulates creative thinking and action, and supports the design and articulation of an initial solution concept. As cited in: Grocholiński P., Just M., Kołodziejczak M., Michalska-Dominiak B., Michalska-Żyła A. (2021). *Design thinking dla edukatorów*, Łódź: Lodz University Press, p. 78.

talents; a growing recognition of areas where competencies are lacking; the acquisition of new information and experiences (such as learning techniques and tools used in educational cooperation); the development of greater flexibility, creativity, empathy and responsibility – all of which are essential to the successful completion of tasks. Moreover – and this is particularly significant – we motivate one another to act, inspire one another, and remain engaged in the activities (Duda, 2018; Kulpa-Puczyńska, Nawrat-Wyraz, 2018). Through the implementation of projects – across successive stages (preparation, execution, presentation of results and their evaluation) – it is possible to develop transversal skills that are valuable in various life situations and areas of activity (Grzesik, Piwowar – Sulej, 2013; Zając 2015):

- the ability to plan tasks and organise work both individually and within a group, including among others, conscious time management and the setting of priorities;
- effective communication – the foundation of project and team-based work, particularly skills such as active listening, clear expression and asking relevant questions;
- coordinating team efforts and monitoring their execution, including acquiring necessary resources, planning tasks, tracking progress and motivating others to remain active;
- making prompt decisions in situations involving unexpected difficulties – encompassing the ability to identify problems, analyse situations and exchange relevant information;
- generating ideas using various techniques, including the visualisation of knowledge and proposed solutions; and preparing the project for practical implementation;
- presenting and evaluating the outcomes of work (including the use of diverse knowledge sources, the creation of educational materials and the sharing of empirical experiences).

To summarise this open-ended list of skills, it is also important to emphasise the value of the ability to (self-)assess[3] project activities and their results. "From the students' perspective, assessment should help them answer the following questions: What was done well, and what was done badly? What was difficult? What can be improved? What mistakes did we make? What have we learned?" (Filipiak, Mroczkowski, 2014, p. 23). In conversations and reflections among participants, there is often a clear desire to become genuinely interested in the chosen topic or problem solution, as well as a willingness to learn about the interests and talents of peers and to seek out new information related to the presented projects. Additionally, there is a need to build strong relationships with those co-creating the work – to spend more time together

[3] As noted by B. Zając (2015), the criteria for evaluating both the project creation process and the final outcome are established – in collaboration with the learners – during the initial stage of the project: the preparation phase, as discussed in: Metoda projektów jako strategia postępowania dydaktycznego na wyższej uczelni. O efektach kształcenia i metodzie projektów [Project Method as a Teaching Procedure Strategy at the University. About the effects of education and the project method], *Studia Edukacyjne*, No 34, p. 309.

and offer mutual support throughout the completion of tasks. It should be noted, that the skills developed through project-based work can be further strengthened by learners – including university students – through: a. professional internships and volunteering (e.g., communication and collaboration skills, sharing ideas with professionals from educational environments); b. participation in student or school government activities (such as leadership competencies, including task delegation and the ability to build relationships based on respect and trust); and c. extracurricular activities that complement formal education – such as involvement in subject-specific, scientific or artistic clubs/groups (e.g., skills related to organising one's work environment and adapting to new situations).

Thanks to the project method – which involves working with real-world problems and examining them from multiple perspectives – **critical thinking** is cultivated (a skill of particular importance today). This includes, among others, the ability to analyse and assess the credibility and relevance of information, such as that disseminated in the digital environment (Penszko, Wasilewska, 2024; OECD, 2025). Critical thinking also fosters creativity, the search for innovative problem-solving approaches, and the development of an attitude oriented toward participation and social integration (Uribe-Enciso, Uribe-Enciso and Del Pilar Vargas-Daza, 2017). Alongside analytical and creative thinking, other essential competencies of contemporary, active individuals – which can also be strengthened through project-based work (author's note) – include curiosity, lifelong learning and leadership skills (Masterson, 2023).

The article presents the stages of organizing and implementing project-based collaboration, highlighting both good practices (potential of project method) and possible challenges, as well as example supporting techniques and tools. It is based on the Author's teaching experience and includes an analysis of selected subject literature.

Project coordination, sample work techniques – experience of course instructors

> "[…] Cooperation with other people/institutions creates more opportunities to look at problems from many perspectives, taking into account, for example, the diverse knowledge of members team …".
> (Kulpa-Puczyńska, Nawrat-Wyraz, 2018, p. 146)

By carrying out a project, we acquire new knowledge, share it, and make use of it. In contemporary organisational practice – as noted by Renata Winkler (2017, p. 96) – knowledge management most often involves organising meetings for team members, conducting training sessions, managing project documentation and creating knowledge repositories. In school/university practice, regular team meetings also play a crucial role. These include, among

other things, the development of work schedules, discussion of problems, brainstorming sessions, exchanges of opinions regarding the quality of activities, consultations and summaries of specific phases of the project. For project innovation – the development of new solutions – in-progress presentations are essential, as they highlight successive stages of idea implementation and the evolution of the addressed issue (Zbróg, 2020). The process begins with the identification and articulation of difficulties, followed by the formulation of the problem. Subsequently, after the stages of idea generation and verification, it becomes essential to consolidate the acquired knowledge through practical application (Bereźnicki, 2015).

My experiences with project-based learning allow me to identify additional **good practices** (some of which have also been recognised by other authors[4]):

- within the GROUP conducting the activities, it is essential to ensure the clear definition and discussion of the following elements: 1. principles of cooperation within teams; 2. the roles of leaders or work coordinators; 3. the objectives of the project work; 4. the tasks assigned to individual members along with their respective deadlines (action plan); 5. the forms of consultation regarding different parts of the project(s), as well as the possibilities for obtaining necessary support (the type of assistance) at each stage;
- within the TEAM, particular attention should be paid to: systematic work and the documentation of ongoing activities and emerging ideas; the use of diverse work methods and communication tools within the team; the selection of knowledge sources; the format for presenting all project outcomes[5]; and the self-assessment of project collaboration – both team-based and individual (e.g., in the form of a reflection journal, brief survey).
- with each PERSON participating in the project in mind, efforts should be made to take into account their interests and abilities, individual goals, specific needs, as well as educational and social experiences – including those gained outside of school or university. It is also important to emphasise the significance of the tasks being undertaken for individual development.

In summary, the goal is to create safe spaces[6] (including temporal ones): a. for reporting problems that learners observe, for example, in their social environment; b. for reflection and

[4] Selected sources from the field of pedagogical theory and practice under analysis are listed in the bibliography.
[5] Examples of project outcomes include: material results (an informational brochure, a list of good practices); non-material results (knowledge or awareness of a given phenomenon, acquired skills); and individual as well as institutional outcomes (establishing cooperation with the social environment). More information: Jeżowski M. (2015). *Rezultaty*, [in] *Podziel się sukcesem! Upowszechnianie rezultatów w projektach edukacyjnych*, edited by E. Miłoń, J. Dabrowska, Warsaw: Foundation for the Development of the Education System, pp. 11-15.
[6] The creative and safe learning environment is important - taking care of, among other things, interpersonal relations, cooperation based on trust, as well as individual expectations, needs, constructive feedback. See: A. Kulpa-Puczyńska A. (2024). Contemporary learning methods and the „new" roles of teaching practitioners, *Forum Pedagogiczne*, Vol. 14, No 1, 257–267. https://doi.org/10.21697/fp.2024.1.20.

discussion – sharing individual perspectives and subsequently; c. for collectively exploring various solutions – experimenting and allowing room for making mistakes. It is also important to allocate sufficient time (within teams) for getting to know one another, fostering integration, building trust and engaging in play. The voice of students is also important regarding the arrangement of teaching rooms in which team work takes place. This includes, among other things, the mobility of equipment that allows for changes in spatial layout and alternative uses of the space, the presence of tools that support the visualisation of information (such as interactive whiteboards, mobile boards or projectors), the aesthetic quality of the environment, and the use of various locations for collaborative learning – for instance, libraries or recreational areas (Pacewicz, 2020). "Organizing group work is difficult because it consumes too much time and the classroom space is too small to divide the groups in a way that prevents them from disturbing one another. Many schools also lack the necessary didactic aids" (Śliwerski, 2022, p. 321). It is therefore important to identify possible forms and methods of action, as well as modes of collaboration – including cooperation with social partners.

According to Bogusław Śliwerski, effective management of student teams requires joint agreements regarding the division of roles, tasks and responsibilities, as well as the inclusion of learners in decision-making processes related to their activities. "Working in task-based groups increases students' interest in topics and problems to be solved, and to some extent, allows them to determine the pace of their work on their own …" (p. 320). The author also identifies several challenges associated with collaboration: uneven levels of participation and consistency; a lack of work organization skills; deviation from assigned tasks; errors that arise during the learning process and are not always immediately corrected; and difficulties in assessing project-related activities. Taking into account the aforementioned challenges – and drawing on my own teaching experience – I would like to highlight a commonly expressed concern among learners: the fear of making mistakes and of being evaluated by peers, as well as a tendency to avoid situations that may lead to disagreements or conflict (see: Lencioni, 2002). Moreover, educators and coordinators of educational project-based collaboration should pay close attention to the appropriate level of project difficulty, the realism of the task schedule, and the provision of motivating feedback to the teams (Filipiak, Mroczkowski, 2014).

Based on the referenced literature, the following challenges in project-based work are worth highlighting: adopting a creative and responsible approach to new technologies that support the resolution of real educational problems, and recognising the potential of learning communities through joint, interdisciplinary projects.

Development of project/team collaboration. Final reflections

There are various methods of team-based work (e.g., Problem-based learning (PBL), Design Thinking, Agile, Double Diamond). In my teaching practice, I most often employ the stages of Design Thinking – a design methodology that considers the needs and expectations of the end users of a given product. This process involves, among others: 1. identifying a question that is important to the institution or group (and also engaging for the team or teams); 2. taking action – implementing the project using available human and material resources; 3. conducting qualitative research (e.g., analysing the context of the project challenge); 4. examining the problem from multiple perspectives and paying attention to various aspects of the problem situation; 5. the ability to quickly discard or modify what does not work in order to find the best possible solution (Grocholiński, Just et al., 2021; Innovating Pedagogy Report, 2016; Okraj, 2020). In the above concept, the creative attitude of the educator also plays a vital role. Participation in introductory tasks, in the process of idea generation, in asking questions that stimulate creative thinking, and in demonstrating the applications of design thinking in various real-life situations are all essential components of this approach (Okraj, 2020).

"[…] Education can empower individuals and communities to address issues they care about and promote active citizenship. […] Digitisation is fostering linguistic diversity and empowering local cultural expressions, as well as supporting various forms of self-expression…" (OECD, 2025, p. 11). The directions for the development of educational and project-based collaboration are shaped, on the one hand, by learners' motivations and expectations – as well as by learning methods that evolve throughout life – and, on the other hand, by modern technologies and the associated diversity of tools and services, including their modularity, hybridity and interactivity. Distributed cooperation and human–machine collaboration are also being analysed with increasing regularity. Equally significant is the growing need for collaborative learning (across various spaces within the local community) based on competencies such as creativity, teamwork and critical thinking. This article may serve as initial point for further research and discussion.

The rapid advancement of Artificial Intelligence (AI) tools presents significant challenges and opportunities for education, particularly in terms of utilising AI functionalities. For example, AI can support: the identification of learners' needs and interests, the personalisation of learning pathways, the adaptation of educational content; the monitoring of learning progress, the provision of feedback, the correction of errors, and the repetition of material (Hardy, 2023; Miao, UNESCO et al., 2024). It can also assist in designing educational

experiences, tasks and the organisational support of the learning process – including through the use of "virtual educational guides" (Przegalińska, p. 64, as cited in: Teach for Poland, 2024). Another practical application of AI discussed in this article is its role in the problem-solving process – specifically in searching for information across diverse sources and as a means of generating and modifying ideas. Given these considerations, it is important to raise learners' awareness of both the potential for the (ethical) use of artificial intelligence and the risks – along with their consequences – associated with its improper application.

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