

# Education

IN ENGLISH

AT POZNAN UNIVERSITY OF TECHNOLOGY



The Final examination in English at B2 level in the ongoing academic year 2020/21 will take place online on the eMeeting platform. Due to the current situation caused by the Covid19 worldwide pandemic, the Centre of Languages and Communication's Council, keeping in mind safety of students and lecturers, decided that there will only be the speaking part of the exam administered. Students will speak in pairs in front of two-person examination committee. Procedures and other important information will be presented during registration. You can register for the exam via [ekursy.put.poznan.pl](https://ekursy.put.poznan.pl) from the 7th of December 2020 till the 15th of January 2021.

I would like to wish all the best of luck to everyone taking the exam in these unpredictable times.

Anna Górska, M.A.  
ACERT exam Coordinator  
Centre of Languages and Communication

flight instructor. He is not only English language examiner for CAA – he is also a co-creator of the National Language Examination System (KSEJ) framework.

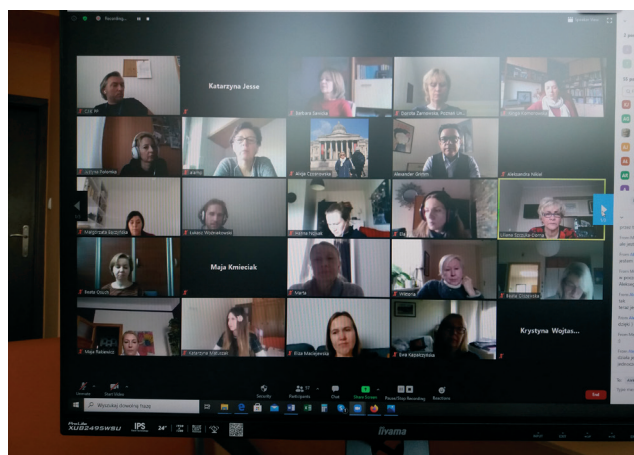
The first exam session saw 10 students of the 5th semester of first-cycle Aerospace Engineering studies with Flight Training for Civil Aviation specialization. We are definitely going to remember Mr. Bartosz Czajkowski who was the first student to pass the exam at 4-operational level. This enables him to make international flights and continue training for ATP license.

Kinga Komorowska, M.A.  
Head of Section 1  
Centre of Language and Communication  
Poznan University of Technology



This year on 19 and 20 November, Civil Aviation Authority Examination Centre (EC CAA) at CLC PUT conducted the first exam in English. The Examination Centre organizes examinations for pilots and candidates for pilots in accordance with the National Language Examination System (KSEJ).

The examiner, pilot instructor Tomasz Wasiak, is an active LOT Polish Airlines pilot (flying Dreamliner aircraft) and a



## Training and supporting the staff – courses and workshops for CLC teachers

Here at the Centre of Languages and Communication we are aware that this year is very challenging to our students. We want to teach them to the best of our abilities and provide as much support, as we can. However, to provide the best quality of teaching, teachers themselves need to

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expand their knowledge and acquire new skills. That is why this semester CLC employees have access to a number of practical workshops and trainings.

An important element was Let's talk with Alexander Grimm meeting. During an online meeting with Alexander Grimm from European University Viadrina, Frankfurt/Oder, the participants could hear about the Viadrina Language Centre, and they could also share their experiences of online teaching. They also discussed the biggest challenges of distance teaching, such as planning classes, assessment and ensuring the quality of online lessons.

Another significant aspect of developing our skills are the workshops organized by the CLC teachers themselves. They know best what challenges they are facing and are able to cover a wide range of topics: from using more advanced options of PUT's Moodle and eKursy platforms, to introducing other online platforms and tools that can make working online a more interesting and enriching experience.

Hopefully, the newly acquired skills will prove useful and make the learning process more interesting and more rewarding.

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# Last **Normal** Christmas

A little while back, the #LastNormalPhoto trend gained a lot of popularity online. If you're not familiar, people were posting their last normal photos before the initial COVID-19 lockdown period began in March (why not check yours, too). Mine was taken on the 8th of March and featured myself with two university friends in a psychology class making a tower from marshmallows and uncooked spaghetti. Now, my last normal photo seems like it was from a different time, a different decade or a completely different era.

Scanning a little further back through my photo album revealed some family snaps from Christmas 2019, starting with my wife, my kids and I getting comfortable in our plane seats before we flew to the UK. We're all smiling and looking forward to the break. It was Christmas Eve and the



kids were looking for Santa Claus out of the window of the plane – and you know what, I think they actually saw him!

Christmas Day was everything that we wanted it to be. The kids had fun opening all of their presents, we raised a glass of sherry as the Queen made her speech and Christmas dinner was delicious but enough to feed an army. Later in the day we all settled to watch Indiana Jones before my brother and his family showed up for more presents and drinks.

Boxing Day is usually spent visiting family and going to watch the football, if Birmingham are playing at home that is. This year Birmingham were away at Blackburn so we embarked on a whistle stop tour of the Midlands catching up with family who were keen to see us and the kids. By the



end of the day, I had eaten so many mince pies that you could have rolled me back home.

We managed to do something a little extra this time, too. In a city called Lichfield, not too far from where my parents live, The Snowman was being played with an orchestral accompaniment at the cathedral. I'm so glad that we went as it was a magical experience for our children and made it feel like it was snowing, even if it wasn't.

The football schedule is always packed over Christmas, and Birmingham had a home fixture against Leeds on the 29th, which my Dad had bought two tickets for. Before the game, we stopped off at the Emerald Club in Small Heath. In there, we met an uncle, a cousin and some friends. I don't remember the last time I saw my friends from there, but it didn't matter. Everybody had a drink and a chat, and it was just like old times. The match was excellent, even if we lost 4-5, with the winner coming in the 94th minute. A magical day out.

Then, before we knew it, we were back in Poznań on the 31st just in time to celebrate New Year's Eve with the in-laws and to see the skyline of the city erupt with fireworks. Christmas was over and within a couple of days I'd be back at work.



Looking back, it doesn't seem like a year – it feels like much longer. I suppose this is because of the situation that all of us find ourselves in with the pandemic. Since that first lockdown kicked in back in March, time seems to have slowed and the lives that we led before seem like a distant memory. In saying this, though, I am confident that our lives will return to normal and that we will be able to visit our families and enjoy ourselves the way we used to – maybe not this year, but next year for sure. Of course, I'm sure that all of us will do our best to have a fine Christmas in 2020, regardless, and Christmas 2019 will certainly not have been our Last Normal Christmas.

James Shanahan, M.A.

# Preparing effective public presentations and presentations in an online setting

There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave

Dale Carnegie

While speaking in public, most of us might feel some physiological reactions such as pounding hearts and trembling hands. However, we do not need to associate these feelings with the sense that we will perform poorly or make a fool of ourselves. Let's face it, some symptoms of

nervousness are actually good! The adrenaline rush that makes you sweat, might also make you more alert - and hence - ready to give your best performance.

First and foremost, try to overcome your anxiety through a solid preparation. Then, try to get to know your audience

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because your speech is about them, not you. If you truly intend to knock the audience dead, don't forget to organise your notes. And finally, keep your focus on the listeners throughout your speech so that you can learn from them and their reactions. Their feedback matters.

As for the best way to overcome anxiety, we suggest a thorough preparation. Make sure you take the time to go over your notes several times. As soon as you have become comfortable with the content of your presentation, rehearse it. Videotaping yourself might prove useful. Due to Covid19 restrictions, it is advisable to record yourself on your computer and verify your preparation by watching yourself. This strategy additionally allows you to see what your audience will see during the official presentation. If you notice an untidy background, or that the sun is shining strongly impacting the quality of the video – you will have the time to adjust those elements.

In reference to the audience, consider what kind of people compose your audience. You will deliver your presentation differently to a group of scientists and a group of your peers in a classroom, including an online classroom. This encompasses not only, the level of technical vocabulary used and the degree of complexity of the topic, but also the way you engage your audience and possibly certain non-verbal aspects of your delivery.

The first impression that you make is always key. People make fast assumptions about whether they like something or not. You have about 30 seconds to draw the attention of your listeners – use that time wisely. Present an interesting, coherent framework of your speech. It ought to include the topic, general and specific purpose, central

idea and main points. If your presentation is scientific in nature, include a well devised hypothesis.

Try to avoid learning your speech by heart. This will make it impossible for you to adjust to the reactions of the audience. Observe your listeners carefully and stay flexible. They may need you to focus on some aspects of your speech more than you can anticipate. This also means that you need to have broad knowledge of the subject. However, if a situation arises where you do not know the answer to a question asked by one of the audience members, make sure to say that you will check the issue and respond later, for instance via e-mail. We are all human and people respond to the aforementioned approach with understanding. Never guess or pretend to know everything. Questions may include the popular: “Can you send me slide number 2 please?” – our tip: be ready to upload the whole presentation onto a platform where all students have access to.

It is easy to forget that online lessons carry the same value and meaning as in class ones. Even though you are at home while presenting, keep in mind that a formal dress code is required. If you use the web to connect and speak with people frequently you may want to consider acquiring an external microphone. They capture your voice with a higher accuracy and allow for higher quality of the sound. This may help you, especially in the case of a language course! Most importantly, test your Internet connection strength and all the options you may want to use during the presentation. These typically include screen and sound sharing.

Maciej Buczowski, PhD  
Centre of Languages and Communication  
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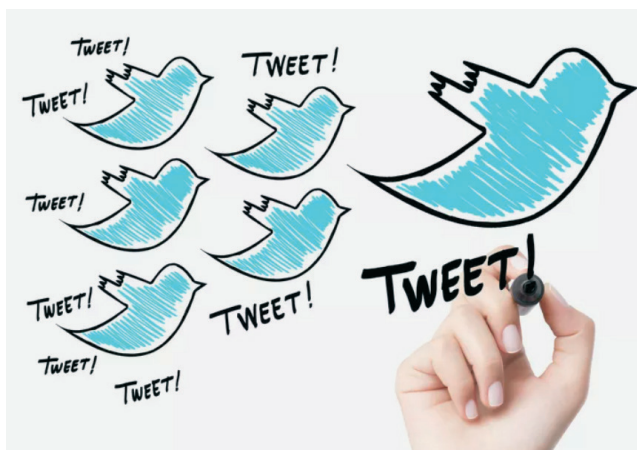
## Do you tweet like a pro?

### Here's what you need to know

The snappy nature of twitting has enabled the users all around the world to talk about anything and everything in just a sentence or two.

A conversational style of Twitter is the key to engage your audience and gain followers. However, you need to take into account some Tips (that actually work) which clean





up your tweets and get the followers tuned into your message.

1. **Send Tweets every day** – Consistency in sharing your news with the rest of the world makes a real difference to the popularity of your tweets. However, if you know you will not be able to tweet manually every day, schedule your tweets.

2. **Be brief** – Try to avoid lengthy tweets as well as spot the time when your followers are the most active and interact with them.

3. **Set the time** – Tweeting at different times may be a good option especially when your followers are located in different parts of the world.

#### 4. **Understand the Twitter lingo and use:**

#Hashtags# – They help to put your tweets into categories of importance. By doing this, the followers will find it easier to find posts according to a particular topic (marked by a # hashtag). If you use hashtags skilfully, they may attract new followers and engage in new conversations.

@Mentions@- When someone is having a conversation with you or you are talked about, it is called a mention. They are a great way to show support or thank people as well as they popularize some ideas.

5. **Use visuals** – Most people learn from seeing things. Take advantage of this and create your tweets with appealing photos that grasp the reader's attention. GIFs, photos and images pop out from the page and engage the followers right away.

#### 6. **Don't be a narcissist and tweet something interactive**

– Talking about yourself and to yourself does not generate interactions. Ask for recommendations about books, music, podcasts and you will be surprised with the amount of replies. Another good option is tagging someone and asking a question. By the same token, you can ask if your followers have a question to you.

7. **Share information** – Be generous and tweet something helpful. It can take many forms, for example, share links, offer to give feedback, recommend someone you follow or create a space for people who want to promote their stuff online.

8. **Be responsive** – If it is possible, tweet back to the people who engage with you, even when they are not your followers. Maintain your credibility by showing enthusiasm and engagement. Do not ignore your audience!

9. **Be patient** – Do not expect to become famous and a thousand followers in one day. Your tweeting style needs a constant change to tailor to the audience's needs.

10. **Be prepared for a failure** – Tweeting is not all rainbows and unicorns. Hate speech and different types of verbal online abuse is part and parcel of the world of social networks. In case of any unpleasant remarks you also have options. You can ignore the trolls, mute accounts that you never want to hear from again, or simply block the abusers.

If you are looking for an interactive platform which values a real human connection and conversations, Twitter is the right place to get your message across. Although the typical jargon and funky symbols may seem confusing, you will quickly realize you have become a Twitter power user.

Happy Tweeting!  
Marta Strukowska, M.A.

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# ZASTOSOWANIE NARZĘDZIA WARSZTAT NA PLATFORMIE MOODLE W DYDAKTYCE AKADEMICKIEJ

Ocenianie kształtujące jest nieodłącznym elementem współczesnej dydaktyki. Prowadzącym zajęcia pomaga w dostosowaniu sposobów i treści kształcenia do potrzeb studentów, a studentom zapewnia odpowiedź zwrotną, dzięki której mogą poprawić efektywność swojego procesu uczenia się. Uświadamia też studentom, jaki materiał lub umiejętności już opanowali, a jakie obszary wymagają jeszcze dopracowania.

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Zgodnie z dość powszechnym poglądem, zarówno wśród studentów jak i wykładowców, ocenianie jest wyłącznie domeną nauczyciela. Tylko nauczyciel posiada odpowiednią wiedzę i kompetencje, by oceniać pracę studentów, którzy „w oczywisty sposób” nie są wystarczająco przygotowani do tego zadania. Przekonaniom tym towarzyszy obawa, że ocena wystawiona przez studenta byłaby nierzetelna. W konsekwencji rzadko stosujemy ocenianie koleżeńskie, co pozbawia nas, dydaktyków, ważnego narzędzia wspomagającego nas w procesie kształcenia studentów. Z kolei samym studentom uniemożliwia opanowanie umiejętności wykraczających daleko poza określone dla przedmiotu efekty kształcenia.

Jakie korzyści może przynieść ocena koleżeńska? Po pierwsze, skupienie uwagi studentów na jasno określonych kryteriach oceniania przyczynia się do lepszego zrozumienia postawionego przed nimi zadania. Ponadto umożliwia im efektywniejszą analizę swojej własnej pracy. Istotna jest też możliwość zetknięcia się studentów z wieloma opiniami dotyczącymi ich pracy, a nie tylko jedną, jak ma to miejsce w przypadku oceny nauczyciela. Ta wymiana myśli pomiędzy studentami sprzyja również budowaniu społeczności osób uczących się, mogących wspierać się wzajemnie. Ten aspekt wydaje się szcze-

gólnie ważny w obecnej sytuacji, gdy kontakty międzyludzkie zostały ograniczone do minimum, a budowanie społeczności akademickiej jest bardzo utrudnione. Inną korzyścią wynikającą z uczestnictwa w ocenianiu pracy innych studentów jest mniejsze poleganie na nauczycielu jako jedynym „ekspercie”, a także budowanie własnej autonomii jako osób uczących się, co ma istotne znaczenie z perspektywy kształcenia ustawicznego. Wreszcie należy wspomnieć, że kształtujące się w procesie oceny koleżeńskie umiejętności krytycznego myślenia i efektywnej komunikacji potrzebne są nie tylko w czasie studiów, ale przede wszystkim w pracy zawodowej przyszłych inżynierów.

Przy odpowiednim wstępnym przygotowaniu studentów do wzajemnego oceniania i określeniu zrozumiałych dla nich kryteriów, ocenianie koleżeńskie może być tak samo pomocne - jeśli w pewnych przypadkach nie bardziej - niż to dokonane przez wykładowcę.

Narzędzie Warsztat, dostępne w ramach naszej nowej uczelnianej platformy Moodle, pozwala na przeprowadzanie oceny koleżeńskie w sposób metodyczny i zorganizowany. Zapewnia ono wiele trybów oceniania. Oceny mogą być anonimowe lub nie. Dostępna jest też możliwość samooceny, czyli krytycznego przeanalizowania swojej wła-

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snej pracy. Prace do recenzji przypisywane są studentom losowo, a jeśli zadanie tego wymaga, prowadzący może przypisać je konkretnym studentom. Należy podkreślić, że wykładowca zachowuje pełną kontrolę nad procesem oceniania, począwszy od sposobu przydzielania prac do recenzji, a skończywszy na modyfikacji ocen dokonanych przez studentów.

Praca w ramach narzędzia Warsztat przebiega w czterech fazach:

1) **Faza konfiguracji** – pozwala na wybór ustawień odpowiadających danemu zadaniu, zamieszczenie instrukcji dla studentów oraz, co najważniejsze, dokładne określenie zasad i strategii oceniania. Do wyboru mamy cztery strategie: ocenianie łączne (oceny wystawiane są w określonych skalach wraz z dołączonymi komentarzami), komentarze (studenci jedynie komentują wybrane aspekty pracy), liczba błędów (studenci wystawiają komentarze oraz oceny typu tak lub nie, w odniesieniu do zadanych kryteriów) oraz formularz kryteriów (najbardziej rozbudowana i elastyczna strategia, polegająca na ocenianiu w oparciu o formularz opracowanych kryteriów, ang. „rubrics”).

2) **Faza składania prac** – w tej fazie studenci mają możliwość wysłania swoich prac. Trzeba zaznaczyć, że nie muszą to być prace pisemne. Oprócz wpisania tekstu w odpowiednie pole studenci mogą również załączyć pliki pakietu MS Office, pdf, zdjęciowe, HTML, audio, wideo i wiele innych. Jest to szczególnie istotne w wypadku zadań projektowych. Na tym etapie nauczyciel określa zasady, na podstawie których poszczególne prace zostaną przydzielone studentom do oceny. Możliwe są trzy tryby: przydział ręczny (prowadzący ustala które prace i w jakiej liczbie zostaną przydzielone studentom), przydział automatyczny (prace przydzielane są losowo, prowadzący ustala jedynie liczbę prac przypadających na jednego studenta) oraz przydział zaplanowany (następuje automatycznie w chwili przejścia do kolejnej fazy).

3) **Faza recenzowania** – podczas której studenci dokonują oceny przydzielonych prac. Nauczyciel może monitorować aktywność studentów lub włączyć się w proces oceniania. Warto podkreślić, że zrozumiałe dla studentów kryteria oceniania sprzyjają dokonywaniu przez nich efektywniejszych i bardziej trafnych ocen. Przeprowadzenie wstępne-

go szkolenia z oceniania może znacząco poprawić jakość udzielanych odpowiedzi zwrotnych.

4) **Faza ewaluacji ocen** – jest ostatnią fazą Warsztatu, podczas której następuje wyliczenie oceny za pracę. Prowadzący może zapoznać się z wystawionymi ocenami zanim zostaną przekazane studentom. W razie potrzeby możliwa jest również modyfikacja ocen studentów. Prowadzący może też wybrać prace, którą posłużą jako model i zostaną opublikowane do wglądu dla wszystkich uczestników po zakończeniu aktywności. Ciekawym aspektem omawianego etapu jest możliwość oceny odpowiedzi zwrotnych wystawionych przez studentów.

Biorąc pod uwagę elastyczność narzędzia Warsztat oraz mnogość oferowanych w nim trybów oceniania, może ono stanowić wartościowe uzupełnienie zajęć dydaktycznych, zarówno online, jak i tradycyjnych. Choć stworzenie pierwszej aktywności w ramach Warsztatu bywa czasochłonne, to raz zaprojektowaną aktywność można wykorzystać w pracy z innymi studentami. Wraz z nabytym doświadczeniem narzędzie to stanie się nieocenionym wsparciem dla wykładowcy w procesie nauczania, a umiejętności i doświadczenie nabyte przez studentów posłużą im nie tylko na zajęciach akademickich, ale też w przyszłej pracy zawodowej.

mgr Łukasz Woźniakowski  
Bibliografia dostępna u autora tekstu.

## Final of the 21<sup>st</sup> Olympiad of the English Language for Students of Technical Universities



On Saturday, 10 October 2020, the Centre of Languages and Communication hosted the Final of the 21st Olympiad of the English Language for Students of Technical Universities. Previous editions were major events held annually at Poznan University of Technology, with hundreds of students, lecturers, special guests and sponsors attending. The best students from all over Poland presented in front of the audience and Radio Afera and Spacja TV provided media coverage of the event. There were generous prizes handed to the finalists by Rector of PUT and they all returned to their hometowns with many happy memories of the day.

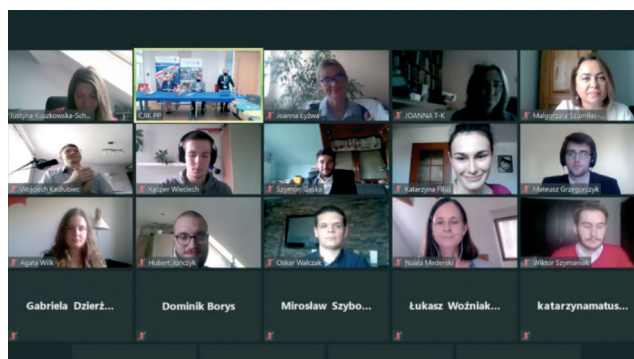
Because of Covid restrictions the Final of the 21<sup>st</sup> Olympiad final looked very different. Due to the change in regulations approved by PUT authorities, the second stage was cancelled. The risk of gathering about two hundred students in one lecture hall was too high and because of that the organizers decided to invite those students who proved to be the best after the first stage held before the outbreak of the pandemics. They were invited to show their presentations on one of the following citations for this year:

*"I not only use all the brain that I have, but also that I can borrow". Woodrow Wilson*

*"We generate fears while we sit. We overcome them by action". Henry Link*

The presentations were shown in a Zoom meeting to jury members and organizers gathered in a lecture hall at PUT. They all wore face masks and were sat according to social distancing rules. The link to the meeting was announced well in advance and hundreds of viewers supported their competitors. Despite minor technical problems, they all managed to present successfully. After assessing all presentations, the jury composed of English lecturers from all over Poland made the following verdict:

1. Wojciech Kałużbiec from Politechnika Śląska
2. Szymon Gąska from Politechnika Poznańska
3. Katarzyna Filus from Politechnika Śląska
4. Wiktor Szymaniak from Politechnika Poznańska
5. Agata Wilk from Politechnika Śląska
6. Mateusz Grzegorzczak from Politechnika Śląska
7. Hubert Jończyk from Politechnika Lubelska
8. Oskar Walczak from Politechnika Śląska
9. Kacper Wieciech from Politechnika Gdańska
10. Dominik Borys from Politechnika Śląska
11. Gabriela Dzierżawiec from Politechnika Łódzka
12. Marek Welicki from Politechnika Rzeszowska
13. Krzysztof Retych from Politechnika Warszawska



They all got loud cheers from their supporters and the prizes were sent to them by courier companies and Poczta Polska.

Because of growing numbers of Covid cases, it is not clear at the moment what the next edition will look like. There are plans to postpone the first stage of the Olympiad to March 2021.

Waldemar Korczyk, M.A.





**The 21<sup>st</sup> National Olympiad of the English Language for Students of Technical Universities has already finished and the final stage of the Olympiad took place on Saturday, 10<sup>th</sup> October 2020.**

One of the students of The Poznań University of Technology, taking part in the final stage, was Mr. **Szymon Gąska**. He is one of the laureates, who placed 2<sup>nd</sup>. Today we are talking to Mr. Gąska about his experiences, feelings and expectations towards the Olympiad.

In our next edition we are going to present an interview with Wiktor Szymaniak, a student of Poznan University of Technology, who placed 4<sup>th</sup> in the Olympiad.

HN: Hello Szymon. First of all, congratulations on taking the second place in the 21<sup>st</sup> National Olympiad of the English Language for Students of Technical Universities. It was a really good job! This was awesome ;-)

**SG:** Yes, thank you very much. I am very glad I have managed to do that, to come to such place.

HN: Firstly, I would like to ask you something about the final stage of the Olympiad. Was it difficult? Could also you remind us what you were supposed to present?

**SG:** Er, the final stage was, first of all, confusing, as we got

a topic, which was just a sentence. And no more hints on what we actually did. I didn't have access to any last year's presentations, something like this, so I just had to, er...to stick to one thing and hope that this is the format of the presentation. It was a bit confusing, but I would say it gives you freedom, you can basically make a presentation about anything. That's something I like it.

HN: Ok, and how were you feeling? Especially considering the whole organization of the Olympiad this year was quite unusual due to the pandemic. That is, you were supposed to deliver your presentation online, as far as I know? Did you like that way? ;-)

**SG:** I was a bit stressed, but, you know, it's a kind of something I expected, but I would say that it was conducted very well, there were some technical problems, but it was due to individual participants, yes, it was like, the camera is broken, the microphone doesn't work, something like this. But apart from that, there was, er...there weren't any problems, really. Er...I'd say that it was, a kind of..., er...like weird, and there were only a few people there. Basically, the only competition I had been before that stage, the university stage, really...Er, and there weren't any more stages before. It was pretty interesting, I would say.

HN: All right, so what about the topic itself? As far as I know, you were supposed to choose one of the topics. Which topic was yours?

**SG:** Yes, as it was very well-known, there were two topics. One was a quote by Woodrow Wilson and it said "I not only use all the brain that I have but also that I can borrow." And there was another question by some psychologist, I forgot his name.

HN: It was Henry Link.

**SG:** Ah, yes, Henry Link and it says: "We generate fears while we sit. We overcome them by action." So I chose Woodrow Wilson's quote. Well... the reason why I have chosen that one, was, first of all, that I knew that one by Woodrow Wilson and I could, kind of, relate to his quote closer, because I couldn't find any information whatsoever by Henry Link, only that he was a psychologist, so...

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HN: Ok, so while we're discussing the presentation, tell me about the length of the presentation and duration of the speech. Because what is important to indicate is that you had to stick to the topic, obviously, but in ten minutes. What about the time of the presentation?

**SG:** I would actually debate that claim that it's enough, because I just couldn't make it possibly show all my slides in ten minutes. I also wanted to try to add more to my presentation, but I couldn't go fast in seven and a half minutes. So I guess the ten minutes were stressing me. To be honest, I didn't really know how long it is going to be, just not to be longer than ten minutes, but also how much shorter it could be. And now I know that seven and a half minutes is ok.

HN: All right, then. Thank you, Szymon. And now a question concerning taking part in the 21st National Olympiad of the English Language for Students of Technical Universities. Was it your first time?

**SG:** Yes, this was my first time.

HN: Ok then. Why have you decided to participate in the event? What was the reason?

**SG:** Basically, I can't say there was a reason. There was no reason not to take part in it. I know I am pretty good at English and not attempting it's going to be an opportunity. Yes, so I just went there.

HN: And what were your expectations towards the result, the feedback, the outcome?

**SG:** I certainly didn't expect to be second.

HN: That's a great achievement, Szymon ;-)

**SG:** Thank you ;-) I actually expected to be the seventh, maybe. Some presentations of other participants were well-prepared, and I couldn't understand how well they were done and how good these people were at presenting them, but there were also, I think, two presentations I found quite underwhelming, they were of upper level than us.

HN: Ok, Szymon, one more thing. Why is it worth participating in the Olympiad? What would you say?

**SG:** Well, obviously, these are the material rewards, that you get for participating in the finals, really, because everyone from the finals got the reward. But also, I mean, you have to prove to yourself that you can do it, yes? But it was, the main motivation, that you can do it at such a high level.

HN: Very well said. Very well done. What would be your advice to students of our Poznan University of Technology, if they were a bit doubtful about signing up for the contest? What would you tell them?

**SG:** You miss one hundred per cent of shots you don't take. You have nothing to lose, by taking part in it, so it's an essential issue, you can only win.

HN: Ok, I guess I know what you mean. And this is the last question for you. What about your vocational plans? But I'm also asking about English. Are you going to develop your English language skills after your graduation? Are you going to combine them with your future job?

**SG:** Yes, so, regarding your first question, after graduation, because I am a student of IT, so after graduating from IT field of study, actually I think I will (laughter).

HN: For sure, you will ;-)

**SG:** Thanks. So, I would like to find a job in the field of IT, but I have nothing in particular in mind, but ... some opportunities will come up.

HN: So, it was the last question. Thank you very much for taking your time, for meeting us, thank you for that interview. And once again, congratulations from us, because you have done an incredible job! It was a huge achievement ;-)

**SG:** Thanks ;-)

Hanna Nowak, M.A.



Erasmus+

# EntreSTEAM project

Project coordinator: University of Oulu, Finland

Project partners: University of Zaragoza, Spain and Poznań University of Technology

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Centre of Languages and Communication of PUT is a partner in an Erasmus+ project called EntreSTEAM. The project started on the 1<sup>st</sup> of September 2020 and is going to last 24 months. The idea is that the international teams of students of technology and business are supposed to identify a real-world problem and then create a solution to the problem through negotiation while working in distance teams of students representing different disciplines and different countries.

The main objectives of the programme is to create a course module that will enable such distant, international co-operation along with a variety of tasks to practise skills needed for this cooperation, for instance presentation skills, problem solving as well as raise cultural awareness to name a few. So far, summative feedback from a trial period of Finnish-Polish-Spanish cooperation has revealed that students appreciate the opportunities to practise teamwork and the experience of using English as a genuine lingua franca.



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