

FACULTY Computer Science and Management / DEPARTMENT.....					
SUBJECT CARD					
Name in Polish <i>Projekt Zespołowy</i>					
Name in English <i>Team Project</i>					
Main field of study (if applicable): Informatics					
Specialization (if applicable):					
Level and form of studies: 1st/2nd* level, full-time / part-time*					
Kind of subject: obligatory / optional / university-wide*					
Subject code INZ000281P					
Group of courses YES / NO*					
	Lecture	Classes	Laboratory	Project	Seminar
Number of hours of organized classes in University (ZZU)				60	
Number of hours of total student workload (CNPS)				150	
Form of crediting	Examination / crediting with grade*				
For group of courses mark (X) final course					
Number of ECTS points				5	
including number of ECTS points for practical (P) classes				5	
including number of ECTS points for direct teacher-student contact (BK) classes				3	

*delete as applicable

PREREQUISITES RELATING TO KNOWLEDGE, SKILLS AND OTHER COMPETENCES

1. A student should know the basic stages of software development, and techniques of requirement prioritization and task estimation.
2. A student should have skills in programming, testing, and preparing technical documents.

SUBJECT OBJECTIVES

- C1 To gather practical experience during the project, in a "close to natural" environment.
- C2 Implementation of the project of a small or medium-scale in a team, using modern approaches, practices, tools

SUBJECT EDUCATIONAL EFFECTS

relating to knowledge:

PEK_U01 A student selects appropriate means of information technology (tools, programming language, components) to the problem being solved.

PEK_U02 A student plans tasks within iteration, estimates time of their execution, shows how they are implemented.

PEK_U03 A student prepares basic documentation related to the executed task or project (e.g. a document that describes the key elements of the solution, Administrator's Guide)

PEK_U04 A student solves encountered problems using various sources of information.

PEK_U05 A student works individually and in a team, communicate with team members using modern means and tools.

relating to social competences:

PEK_K01 A student obtains information from various sources, and shares their knowledge in a team.

PEK_K02 A student collaborates in a team, playing different roles.

PEK_K03 A student organizes his/her work using task priorities.

PEK_K04 A student follows the rules of netiquette.

Form of classes - project		Number of hours
Proj 1	The vision of the project. Requirements definition. Scheduling tasks in the first iteration.	4
Proj 2	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional) ¹	4
Proj 3	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 4	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 5	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 6	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 7	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 8	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 9	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 10	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 11	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 12	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4

¹ The number of iterations depends on the type of project and is determined by a teacher. Activities: summary and planning the next iteration take place at the end and beginning of each iteration. Some iterations may result with the product release. The number of releases and their scope is agreed by the teacher and the team.

Proj 13	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 14	Execution of the tasks as planned. Solving current problems. Summary and planning the next iteration (optional)	4
Proj 15	Results presentation. Handing the project over for assessment.	4
	Total hours	60

TEACHING TOOLS USED

N1. Software for modeling, software development, testing, code sharing (or other).
N2. Software supporting teamwork, min. task planning and progress reporting.

EVALUATION OF SUBJECT EDUCATIONAL EFFECTS ACHIEVEMENT

Evaluation (F – forming (during semester), P – concluding (at semester end))	Educational effect number	Way of evaluating educational effect achievement
F _i – stage grade	PEK_U01,...,PEK_U05 PEK_K01,...,PEK_K04	Assessment in specific milestones in the semester (e.g. after each iteration or after each release); 2-5,5 scale.
P – final grade	PEK_U01,...,PEK_U05 PEK_K01,...,PEK_K04	Final grade calculated as an arithmetic average of forming grades

PRIMARY AND SECONDARY LITERATURE

PRIMARY LITERATURE:

- [1] J. Rasusson, The Agile Samurai: How Agile Masters Deliver Great Software, Pragmatic Programmers LLC, 2010
- [2] A. Elssamadisy, Agile Adoption Patterns: A Roadmap to Organizational Success, Pearson Education Inc., 2009

SECONDARY LITERATURE:

- [1] Documentation prepared by the teacher

SUBJECT SUPERVISOR (NAME AND SURNAME, E-MAIL ADDRESS)

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MATRIX OF CORRELATION BETWEEN EDUCATIONAL EFFECTS FOR
SUBJECT
Team Project
AND EDUCATIONAL EFFECTS FOR MAIN FIELD OF STUDY
Computer Science
AND SPECIALIZATION

Subject educational effect	Correlation between subject educational effect and educational effects defined for main field of study and specialization (if applicable)**	Subject objectives***	Programme content***	Teaching tool number***
PEK_U01	K1INF_U02, K1INF_U06, K1INF_U10	C1, C2	Pr1, ..., Pr15	N1, N2
PEK_U02	K1INF_U10	C1, C2	Pr1, ..., Pr15	N1, N2
PEK_U03	K1INF_U13	C1, C2	Pr1, ..., Pr15	N1, N2
PEK_U04	K1INF_U05	C1, C2	Pr1, ..., Pr15	N1, N2
PEK_U05	K1INF_U12	C1, C2	Pr1, ..., Pr15	N1, N2
PEK_K01	K1INF_K01, K1INF_K03	C1	Pr1, ..., Pr15	N1, N2
PEK_K02	K1INF_K03	C1	Pr1, ..., Pr15	N1, N2
PEK_K03	K1INF_K04	C1	Pr1, ..., Pr15	N1, N2
PEK_K04	K1INF_K05	C1	Pr1, ..., Pr15	N1, N2

** - enter symbols for main-field-of-study/specialization educational effects

*** - from table above