

Faculty of Education

University of Warsaw

## Courses in foreign languages

### Summer semester 2020/21

	USOS Code	Course's title/ Lecturer	Brief description	ECTS/ language	English level
1.	2300-GPTE-CM3- PAD	<b>Professional and academic discourse</b>  mgr Małgorzata Matysik	The aim of the course is to practice understanding and creating texts written in a formal style with professional vocabulary. Students read/listen to as well as create texts like presentations, reviews and research papers, get acquainted with various forms of presenting research, take part in discussions at the academic level.	4	C1
2.	2300-GPTE-M1-AEYL	<b>Assessing and Evaluating YL Language Teaching and Learning</b>  dr Katarzyna Brzosko- Barratt	The topics of the course include: <ul style="list-style-type: none"><li>• The notions of evaluation, assessment, testing</li><li>• Test types</li><li>• Test construction: elements and stages</li><li>• Types of mistakes</li><li>• Error correction and feedback</li><li>• Assessment of language skills</li></ul>	4	C1
3.	2300-GPTE-M1-InCLIL	<b>Introduction to CLIL</b>  dr Katarzyna Brzosko-	Course Aims: <ul style="list-style-type: none"><li>• to make trainees familiar with the fundamental features of CLIL</li></ul>	4	C1

		Barratt	<ul style="list-style-type: none"> <li>• to present examples of the models of CLIL from other European countries</li> <li>• to familiarize trainees with the paths of enhancing CLIL oriented teaching &amp; learning in the Polish system of education</li> <li>• to develop trainees' ability to plan and pursue a CLIL unit</li> <li>• to develop trainees' critical thinking skills by guiding them in selecting and preparing a CLIL oriented syllabus and didactic materials</li> <li>• to make trainees aware of the importance of integrated education CLIL programme for further development of pupils in subject-driven CLIL education</li> </ul>		
4.	2300-GPTE-M1-LD	<b>Literature and drama in ELT</b>	<p>The aims will be achieved through the programme that includes the following topics:</p> <ul style="list-style-type: none"> <li>• Storytelling with children</li> <li>• Wordless picture books as a tool of developing pre-literacy skills</li> <li>• How to choose a good book for my ELT class?</li> <li>• Drama as a tool of introducing literature</li> <li>• Classic English nursery rhymes, children's verse, poetry</li> </ul>	4	C1
5.	2300-GPTE-M1-TLBS	<b>Teaching literacy in bilingual settings</b>  dr Katarzyna Brzosko-Barratt	<p>The course is intended to offer an overview of teaching literacy in bilingual settings. The course falls naturally into two major parts devoted to the two facets of literacy: to reading and writing, however it also demonstrates the application of the concept of literacy to the remaining two skills, to speaking and listening. The course explores the pedagogy of teaching reading in L1 and</p>	4	C1

			in L2, drawing on cross-linguistic similarities and differences between reading in L1 and reading in English, with the bottom line being that reading strategies, as part of regular LLS (language learning strategies) undergoes strategy training and can be transferred across languages. Having examined the interplay of SES, race and ethnicity on readership, we then move on to implementing reading in the bilingual classroom,		
6.	2300-GPTE-M2-EPh	<b>English Phonetics</b>	The course is aimed at students who are fluent in English and are experienced learners of English; ideally, they know the phonetic transcription as dictionary users and their pronunciation is at least comfortably intelligible. It is also aimed at native speakers of English who want to build or improve their awareness of potential pronunciation problems of EFL learners and their skills as EFL teachers. The main objective of the course is to improve the students' knowledge of English phonetics develop the skill of teaching English pronunciation to young learners	4	C1
7.	2300-GPTE-M5-GE-CS	<b>Curriculum studies</b>	<b>Detailed information will be available as soon as possible</b>	4	C1
8.	2300-GPTE-VEA	<b>Voice emission and articulation</b> dr Katarzyna Brzosko-Barratt mgr Anna Piskorek-Atys	Voice emission for pedagogues is a cycle of trainings, in which the main goal is to make students aware of their individual manners of shaping their vocal processes and develop correct emission models. The classes aim to teach how the voice can become your conscious tool in your future job.	4	C1

		mgr Joshua Skjold			
9.	2300-OG-GPTE-KBS	<b>Key Professional and Business Skills</b>  dr Katarzyna Cybulska-Gómez de Celis	Course overview The Students will: <ul style="list-style-type: none"> <li>Engage in a variety of tasks which require reflection on the communication process and its outcomes</li> <li>Practice critical observation by analysing examples of interview questions</li> <li>Discuss the aim and recognize the value of personal branding, actively work on their own professional image, and prepare a presentation of their own personal brand</li> <li>Investigate and learn negotiation techniques</li> <li>Discuss and format their own CVs</li> <li>Plan and execute a business message</li> </ul>	4	B2
10.	2300-EMG-OG	<b>Education toward Moral Decision-Making Maturity: Antigone and the Hermeneutic Conflict of Interpretation</b>  Prof.dr hab. Andrzej Wierciński	If wisdom is the ultimate expression of happiness, then searching for understanding and achieving wisdom perfectly describes our itinerarium ad beatitudinem (path to the happiness), which is the itinerarium ad veritatem (path to the truth). Marcus Aurelius is known for saying that “the happiness of your life depends on the quality of your thoughts.” (Meditations) The tension between our reasoning ability and well-being is particularly productive in the realm of wise reasoning (φρόνησις). As the existenta hermeneutica, understanding is the mode of Being in the world. A happy life is the life of exploring and experiencing wise reasoning.	4	B2

11.	2300-KJO-38/EL	<b>Educational leadership</b> prof.dr hab. Joanna Madalińska-Michalak	<p>The subject "Educational Leadership" will introduce the students with the recent key findings on multiple aspects of educational leadership.</p> <p>The subject allows students to deepen the knowledge on education and improvement of its quality, with a particular attention paid to the role of educational leadership in school and beyond it. The subject creates conditions for developing students' leadership competences.</p>	4	B2
12.	2300-KJO-50/CAE <b>CANCELLED</b>	<del><b>Contemporary- Alternative Education</b></del> dr hab. Małgorzata Przanowska	<p><del>The subject "Educational Leadership" will introduce the students with the recent key findings on multiple aspects of educational leadership.</del></p> <p><del>The subject allows students to deepen the knowledge on education and improvement of its quality, with a particular attention paid to the role of educational leadership in school and beyond it. The subject creates conditions for developing students' leadership competences.</del></p>	4	B2
13.	2300-KJO-51/SP	<b>Student vs. patient, or anthropology of pedagogy and cultural aspects of psychotherapy</b> dr Dorota MacKenzie	<p>During the course we will be examining the historical development of the ideas which have formed and established pedagogy and psychotherapy from ancient times until today. Of great significance is the cultural aspect of psychoanalysis and psychotherapy as a method of pedagogical meditation on the human being, as well as in placing the concepts of pedagogy and psychotherapy in cultural discourse.</p>	4	B2

			We will be examining the following themes: Greek and Roman pedagogy and medicine Paracelcus and alchemy Esoteric tradition and pedagogy		
14.	2300-KJO-ID	<b>Intercultural Dialogue, English B2+</b> dr Mariusz Samoraj	The aim of the course is to prepare students to foreign studies and international cooperation in the area of culture .During the classes we will concentrate in the intercultural dialog which ,through the studies of „other", gives possibility to „understanding" and cooperation , in the spirit of tolerance and peace , of people from different nations . How to find what is common in the world of cultural differences ? How to build and widen areas of understanding and tolerance? How to work to educate culture of peace? These are the most important questions on which we concentrate during the discussion in English?	4	B2
15.	2300-GPTE-M5-GE-SE	<b>Special education</b> mgr Dorota Pietrzyk	Different types of learning difficulties Dyslexia (auditory and visual processing) and dyscalculia Autism and Asperger's Syndrome ADHD/ ADD/ Dyspraxia Speech and language difficulties/ Sensory Integration Disorder	4	C1
16.	2300-S2-PD-PME	<b>Popular Myths in Education</b> dr Michał Mijał	<b>Detailed information will be available as soon as possible</b>	4	B2

