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|  | USOS Code  | Course’s title/ Lecturer | Brief description | ECTS/ language | English level |
| 1. | 2300-GPTE-M6-II-AE | **Art education**Dr Justyna Żak-Szwarcdependent on admission results | The aim of the course is to prepare students for the practical and critical application of art education in daily school lessons. The course is divided into two parts. In the first - students will take part in workshops in Warsaw art museums and galleries and prepare their own lessons based on the elements from exhibitions. In the second part of the course - they will learn how to use the techniques of art in work with pupils. It is critical that students understand that art is universal, cross-cultural, and above all, it has become a powerful mean of communication beyond languages. One of the important aims of that course is to develop through structured practical work the student’s aesthetic sensibilities and powers of critical appraisal, appreciation and evaluation and to enhance the student’s qualities of imagination, creativity, originality and ingenuity. | 4 | C1 |
| 2. | 2300-GPTE-M5-GE-CC | **Clil in Different Contexts**Dr Katarzyna Brzosko-Barrattdependent on admission results | This course is the second part of the two-course sequence focusing on Content and Language Integration (CLIL) at primary level. It is designed as an advanced MA course, where students are asked to analyze research and plan CLIL instruction for primary students. It aims at deepening the awareness of CLIL teaching by utilizing a variety of SLA and educational theories as well as supporting better understanding of complexities of language and content integration. | 4 | C1 |
| 3. | 2300-GPTE-M1-DTS | **Developing Teaching Skills**Mgr Joanna Głogowskadependent on admission results | The course aims to equip the students preparing to be teachers of English to young learners with the broad view of language learning and teaching. This involves discussing the most important theories of language acquisition, approaches to teaching foreign languages and the techniques involved in adopting each of them, the overview of the content of teaching English as a foreign language as well as the background knowledge for developing classroom skills necessary in everyday practice. | 4 | C1 |
| 4. | 2300-J-DWNJA-F | **Fonetyka / Phonetics**Dr Paulina Marchlik | The main aim of the Phonetics course is to familiarise students with the system and classification of sounds of the British variety of the English language (RP), distinguishing sounds by their length and quality, shaping correct pronunciation of vowels, consonants and diphthongs. By becoming familiar with the international phonetic alphabet, the student will be equipped with a tool for the conscious control of different speech parameters during speech.The course will enhance listening comprehension and fluency in English.Classes are conducted in English. | 4 | B2 |
| 5. | 2300-GPTE-M6-II-LE | **Language education**Dr Joanna Dobkowskadependent on admission results | Theoretical basis of child’s language acquisition. Language and social context, differentiating forms of text depending on their functions and interlocutor or reader. Language as the platform of child’s experience integration. Selected language teaching theories at elementary level. Perception of different texts (fiction, non-fiction, iconic), creating texts (oral and written), new language skills necessary for communication process. Different forms of text. Developing children interest in literature. Selected issues connected with language eduaction of bilingual children and children with special educational needs. Reading, writing, communication, working with text in early education - the teacher’s folder. | 4 | C1 |
| 6. | 2300-GPTE-M6-II-MATH | **Math education**Mgr Mira Ciechowskadependent on admission results | The world of mathematics needs to be presented to students in a positive and friendly manner. New educational approaches and active teaching methods allow educators to take their pupils on an exciting and engaging journey. Math is the most international of all subjects and should be taught every day. Numeracy is the bridge between mathematics and the real world, and we should all understand how important it is to teach it efficiently, effectively, and with an infectious enthusiasm. | 4 | C1 |
| 7. | 2300-KJO-52/ECH | **Early childhood education and care in European countries - what we can learn from our neighbours?**Dr Olga Wysłowska | The aim of this course is to introduce students to the structure of the ECEC sector in selected European countries (Germany, Greece, Finland, Italy, the Netherlands, Poland, Portugale and Ukraine). In particiular folliwing aspects of the ECEC sector will be considered: curriculum, most popular pedagogical approaches, pre-service and in-service training of ECEC specialists. Also importance of geographical, legislative and social condisions will be discussed. | 4 | C1 |
| 8. | 2300-KJO-43/HUP | **How to use psychology to improve efficiency at work in educational environment?**Dr Marek Smulczyk | The goal of the course is to implement konwledge of social, emotional and cognitive processes involved in learning to improve the learning process. The main focus will be on teaching methods, the instructional process and analysis of various learning outcomes. | 4 | C1 |
| 9. | 2300-KJO-46/LHF | **Learning History Through Film**Dr hab. Elżbieta Durys | The main objective of the course is to explore the relationship between cinema and the processes of shaping historical knowledge, historical education as well as social and cultural memory. Cinema is used not only as a tool for supporting education but also as a mean to shape the knowledge about the past. In addition to that, the knowledge about the past is also shaped by movies in an informal, non-institutional way. During the course, we will discuss the role of cinema in supporting and creating knowledge about the past and cultural memory. What tools are used for these processes? How is the past represented in the movies and how it is shaped, used and abused? The course will be also aimed at tracing the connections between film and (historical) reality. The course will, therefore, extend beyond film studies perspective, stressing the interrelations between historical cinema and education as well as movies and historical reality. As the material for our analysis and point of departure for the discussions we will use contemporary Polish historical movies. | 4 | B2 |
| 10. | 2300-KJO-40/LCS | **Learning through common sens**Dr hab. Michał Rauszer | It is assumed that man is a self-conscious and rational being. However, recent prevalence of so-called fake news phenomenon allows to realize to what extend human experience and knowledge are shaped by different than rational means. The aim of this course is to present variety of ways of learning and gaining knowledge by people, which do not apply to conscious learning model. Important element of this model is its reference to so-called common sense, thus collectively created image of the world. | 4 | B2 |
| 11. | 2300-KJO-PEP | **Practical English Phonetics**Dr Paulina Marchlik | Detailed information will be available as soon as possible | 4 | B2 |
| 12. | 2300-GPTE-M6-II-ME | **Music education**Mgr Anna Atysdependent on admission results | The aim of the course is to prepare students for creative use of songs and music in teaching English to young children. While performing their own musical activities: movements with music, playing the percussion instruments, singing, listening to and creating the elementary music (Orff methods) the students will be able to acquaint themselves with music both as listeners and performers. Their acquired experience and skills will allow for deeper understanding problems connected with music and its performing. The musical knowledge will also be discussed in the context of musical development of a child. The repertoire learned during the classes students will be able to use in their work with children. | 4 | C1 |
| 13. | 2300-GPTE-M2-PG | **Pedagogical grammar**Mgr Monika Galbarczykdependent on admission results | The course is intended for speakers of English who already know and use the whole grammar of the English language. It focuses on increasing the students’ awareness and understanding of grammar and their knowledge of metalanguage, in order to enable them to discuss grammar issues at all levels of expertise. | 4 | C1 |
| 14. | 2300-GPTE-M6-II-PHE | **Physical and health education**dependent on admission results | Physical education is a part of the total educational program that contributes, mainly through movement exercises, to the total growth and development of all children. Students will become familiar with organizing and presenting health and physical education content, materials, curricula, community resources, using technology, and communicating about healthy lifestyles. The main aim of the course is to learn and use major concepts of health education, human movement and physical activity as central elements to foster active healthy lifestyles.  | 4 | C1 |
| 15. | 2300-J-DWNJA-PT | **Children's FL literacy development/Praca z tekstem jako źródło rozwoju językowego dzieci (Literacy)**Mgr Marta Słowikowskadependent on admission results | Detailed information will be available as soon as possible | 4 | B2 |
| 16. | 2300-GPTE-M3-PAD | **Professional and Academic Discourse [przedmiot całoroczny!]**Mgr Joshua Skjolddependent on admission results | The aim of this two-semester course is to practise understanding and creating texts written in a formal style with professional vocabulary. Students read/listen to as well as create texts such as presentations, reviews and research papers, get acquainted with various forms of presenting research, take part in discussions at the academic level. | 4 | C1 |
| 17. | 2300-OG-GPTE-PS | **Public speaking**Mgr Joshua Skjolddependent on admission results | This course is aimed at public communicators who use English as a means of informing, persuading, and or educating. Course participants will develop skills in the area of oral pronunciation, vocal emission, and communication. In addition, it will provide ample opportunity for reflection and feedback on the art of presentation both verbally and non-verbally.Through collaborative, small group, and project-based classroom interaction, participants will present in a variety of didactic contexts. Employment of audio and video technology will allow for a collection of student work to reflect on as individuals and via peer workshopping. Learners will be able to analyze and assess pronunciation intelligibility, teaching practice, and general presentation skills. | 4 | C1 |
| 18. | 2300-GPTE-M3-RME | **Research Methods in Education**Dr Urszula Markowska-Manistadependent on admission results | This course stresses the scientific aspects of research in the field of education. The strengths and limitations of various educational research designs/methods will be emphasized. The course provides the students with the fundamental knowledge and skills necessary for conducting quality research in the field of education. Course prepares students to become critical readers of research in the area of education, who are sensitive ethical aspects of research.Students are encouraged to design studies that address important and current educational issues, gather data to shed light on these issues, analyze these data, and derive conclusions based on their analyses. Topics to be covered include:- Purposes and types of educational research- Ethical issues in educational research- Steps in carrying out a research study- Qualitative research and its research methods- Quantitative research and its research methods | 4 | C1 |
| 19. | 2300-GPTE-M6-II-SE | **Science education**Dr Kalina Jastrzębowskadependent on admission results | Theoretical basis of scientific method, what is a difference between science and pseudoscience, creating the inspiring lessons without professional laboratory, using low cost equipment, multidisciplinary lessons as a key to science educations; different teaching strategies, creating good science protocol, inspiriting children for the independent research project; how to use in learning process institution like: science centers, fab labs, maker space, etc., difference between professional science article and experimental protocol, new trends in science education: art & science, STEAM, RRI, etc.. | 4 | B2 |
| 20. | 2300-GPTE-M2-SLA | **Second Language Acquisitions**Prof. Zbigniew Możejkodependent on admission results | The first part of the lecture is meant to be a remedial course for those participants who are new to the language teaching profession, and a brush-up course for those who already are acquainted with the methodology of English language teaching. It combines the perspectives of language acquisition studies and classroom teaching in order to provide participants with both: the theoretical, research-based background, and practical classroom solutions. In the first part, the lecture series touches upon the theoretical issues of teaching and learning/acquiring a language, as well as individual differences between learners. In the second part we will focus on the teaching and learning of receptive and productive skills and of language systems. Finally, we will focus on the practical issues of giving feedback, language testing and planning effective lessons and courses. Specific content for each group will be designed on the ground of needs analysis. | 4 | C1 |
| 21. | 2300-GPTE-M1-TEYL | **Teaching English to Young Learners**Mgr Joanna Głogowskadependent on admission results | The course focuses on the practical preparation for the role of a YL teacher. It will aim at helping the trainees to appreciate the significant role of a YL teacher and highlight the teaching skills necessary in pre-primary and lower primary education. During the course the trainees will be provided with sufficient background information concerning child development and the implications for a variety of approaches and techniques suitable for young learners. They will also learn about the place of FL instruction in early education in Poland. The course will create an environment in which trainees will practice their teaching skills and try out the effectiveness of their teaching materials. They will learn how to plan lessons for different age groups and how to manage English classes at pre-primary and lower primary level. | 4 | C1 |
| 22. | 2300-GPTE-M3-TRT | **Tools of Reflective Teaching**Mgr Joanna Głogowskadependent on admission results | Trainees will: Engage in a variety of tasks which require reflection on the teaching process and its outcomesPractice critical observation by analyzing examples of teaching ( practicum teachers, peers, video, lesson-transcripts, case studies) Discuss the aim and recognize the value of using learning/teaching portfolio s Investigate a variety of portfolio types and entries and actively work on their own materialsDiscuss and formulate a teaching philosophy statement | 4 | C1 |