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|  | **USOS Code**  | **Course’s title/ Lecturer** | **Brief description** | **ECTS/ language** | **English level** |
| 1. |  | **AI in teaching English to young learners**Dr Paulina Marchlikseminar |  | 4 |  |
| 2. | 2300-GPTE-M6-II-AE | **Art education**Dr Justyna Żak-Szwarcworkshops | 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 |
| 3. | 2300-GPTE-M5-GE-CC | **Clil in Different Contexts**Dr Katarzyna Brzosko-Barratt | 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 |
| 4. | 2300-GPTE-M1-DTS | **Developing Teaching Skills**Mgr Joanna Głogowskaworkshops | 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 |
| 5. | 2300-GPTE-M6-II-LE | **Language education**Dr Joanna Dobkowskaseminar | 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-KJO-40/LCS | **Learning through common sens**Dr hab. Michał Rauszerseminar | 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 |
| 7. | 2300-GPTE-M6-II-MATH | **Math education**Mgr Mira Ciechowskaworkshops | 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 |
| 8. | 2300-GPTE-M6-II-ME | **Music education**Mgr Anna Atys | 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 |
| 9. | 2300-GPTE-M2-PG | **Pedagogical grammar**Mgr Monika Galbarczykworkshops | 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 |
| 10. | 2300-GPTE-M6-II-PHE | **Physical and health education**p. Silvia Tomaszewskaseminar | 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 |
| 11. | 2300-J-DWNJA-PT | **Children's FL literacy development / Praca z tekstem jako źródło rozwoju językowego dzieci (Literacy)**Mgr Marta Słowikowskaworkshops | The aim of the course is to introduce contemporary approaches to developing writing, reading, reading comprehension and text production skills in foreign language didactics at early educational levels in diverse foreign language education contexts such as EYL or CLIL. The course includes content that deepens knowledge of what it is to develop writing and reading skills in the native and foreign language, factors influencing children's acquisition of these skills, a variety of approaches that support comprehension, interaction with text (written and listening), methods and techniques for teaching writing and reading aimed at communication, diversity and multimodality of texts used in teaching foreign languages to children. | 4 | B2 |
| 12. | 2300-KJO-PEP | **Practical English Phonetics**Dr Paulina Marchlikworkshops | The course is designed to further develop students’ pronunciation skills, focusing on British English. Building upon the foundational knowledge of phonetics, this course emphasises other practical features of phonetics, including weak and strong forms, stress, rhythm and intonation. | 4 | B2 |
| 13. | 2300-J-MPNJA-PPP | **Psychological and pedagogical foundation of childrens language learning** /Psychologiczne i pedagogiczne podstawy nauczania dzieci językaDr Katarzyna Brzosko-Barrattlecture | 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 |
| 14. | 2300-OG-GPTE-PS | **Public speaking**Mgr Joshua Skjold | 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 |
| 15. | 2300-GPTE-M6-II-SETuesday 5.15-6.45 pm | **Science education**Dr Kalina Jastrzębowskaworkshops | 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 |
| 16. | 2300-GPTE-M2-SLA | **Second Language Acquisitions**Prof. Zbigniew Możejko | 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 |
| 17. | 2300-GPTE-M1-TEYL | **Teaching English to Young Learners**Mgr Joanna Głogowskaworkshops | 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 |
| 18. | 2300-GPTE-M5-GE-TPE | **Topics in philosophy of education** |  | 4 |  |
| 19. | 2300-GPTE-M5-GE-TEP | **Topics in educational psychology** |  | 4 |  |
| 20. | 2300-GPTE-M3-TRT | **Well-being in education** p. Maja Gajdaseminar | 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 |
| 21. | 2300-J-MPNJA-WND | **Introduction to young learners teaching/****Wprowadzenie do nauczania dzieci języka angielskiego**seminar | The aim of the course is to prepare students for the profession of a teacher of English as a foreign language in preschool and primary education. | 4 |  |
| **New study programme – courses availability depends on admission results**  |
| 22. | S2-AEDAD | **Contexts and trends in contemporary pedagog**lecture |  | 4 | B2 |
| 23. | S2-AEDAD | **Psychological aspects of learning and development**seminar |  | 4 | B2 |
| 24. | S2-AEDAD | **Social contexts of educational experiences**seminar |  | 4 | B2 |
| 25. | S2-AEDAD | **Philosophical inquiry: critical thinking and creativity**workshops |  | 4 | B2 |
| 26. | S2-AEDAD | **Theories in adult education**lecture |  | 4 | B2 |
| 27. | S2-AEDAD | **Development and adult** lectureseminar |  | 4 | B2 |
| 28. | S2-AEDAD | **Basics of adult didactics**workshops |  | 4 | B2 |