

**Courses in foreign languages
Summer semester 2018/2019**

	USOS Code	Course's title/ Lecturer	Brief description	ECTS	English level
			<p>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 ?</p> <p>How to build and widen areas of understanding and tolerance?</p> <p>How to work to educate culture of peace?</p> <p>These are the most important questions on which we concentrate during the discussion in English?</p>		

			<p>understanding- based on Deanna Kuhn's psychological research.</p> <p>4) Philosophy for Children- Matthew Lippman's model of teaching reasoning skills, argumentative discourse and reasoned judgement.</p>		
			<p>The subject „Educational Leadership” focuses on the issue of educational leadership in the context of its contemporary challenges. Particular attention will be paid to different theories of leadership, school leadership and the ways of introducing the changes to the school and beyond it.</p> <p>The subject has a form of lecture with the discussion. This will allow students for their active involvement in the analysis of the topics covered in the lecture, for raising the issues of their interest and leading the discussions about the most important current issues relating to educational leadership, both from the point of view of the theory and practice.</p>		
			<p>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.</p>		

			<p>The aim of this course is to familiarize students with basic phenomena, processes and issues related to family. The topics to be discussed include: the notion and functions of family, diversity in family life both historical and anthropological, new family patterns, the image of family in the media, moral panics about the family, changing gender roles, family crisis(?), the future of the family.</p>		
			<p>Main aims of this course is: To acquaint students, through different lectures I discussion, with a notion of theory of mind, its importance for people's development, factors related to theory of mind development and consequences of theory of mind for different spheres of functioning.</p> <p>Subjects of the course:</p> <ul style="list-style-type: none"> - Notion of theory of mind I ways of its understanding, - Cognitive theories of theory of mind development, - Individual features important for theory of mind development, i.e. social skills, language skills, executive functions, disability etc., - Family correlates of theory o mind, i.e. attachment, parenting styles, SES, mind-mindedness of parents etc., - Outside-family environmental factors important for theory of mind - Consequences of theory of mind for social and cognitive functioning of people. 		
7.			<p>In the Statesman, 268 d, Plato addresses the need for flexibility while engaging the other in the conversation: "Then we must begin again from a new starting-point and travel by a different road." Thus, taking a different road, ἕτερος ὁδός, becomes a mode of hermeneutic thinking, which acknowledges that everything can be seen differently, and, in fact, we understand in a different way, if we understand at all." (Gadamer, Truth and Method, 296) To understand what wants to be understood, we need to recognize the inescapability from the past: In fact, the salvific turn to the past allows for a deeper understanding of the</p>	7	

			<p>“tradition that we are.” (Gadamer, Truth and Method, 363) The necessity and productivity of tradition (Überlieferung) and language (Sprache) for human thinking disclose the essential mode of understanding as the way of being a human being in the world: Seeing (un-covering) things in their Wirkungsgeschichte. It is a hermeneutic call for attentiveness and responsiveness to the “tradition that we are.” Learning is looking “beyond what is close at hand—not in order to look away from it but to see it better, within a larger whole and in truer proportion.” (Gadamer, Truth and Method, 303) We learn always differently, if we learn at all. Understanding ourselves means that we understand ourselves as the tradition that we are. We do not have the toolbox to access this understanding, not because we cannot arrange for it, but because such a toolbox is not possible, and, in fact, not desirable. Rather, when we understand ourselves today at the crossroads, we need to thematize what it means to us to be at the crossroads. Instead of the toolbox we need the readiness to new experience. As Gadamer says, an experienced person is not someone who cumulated the most of the experience, but someone who is genuinely ready for a new experience. If we understand that the task we have to deal with at the crossroads is a cultural and educational problem, then we need to thematize what culture and education mean for us. We will turn back to Heidegger who was unequivocal about the cultural, political, educational, and social situation of his time. He sensed the greatest danger in the calculative way we live our lives. In Gelassenheit, he criticizes instrumental rationality. His distinction between contemplative thinking (besinnliches Denken) that makes being and action senseful, and calculative thinking (berechnendes Denken), the technical exploitation of the possessed knowledge becomes fundamental for an understanding of human existence. The modern human being avoids thinking by following safe paths, and not noticing that they do not engage one’s thinking. On the contrary, absorbed in calculation, we are fascinated that our instrumental, technical thinking is easily verifiable, and, in consequence, it brings quickly tangible benefits. Heidegger draws attention to the fact that a human being is the greatest enemy of oneself. Calculative thinking alienates a human being from oneself and obscures</p>		
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			<p>one's self-understanding. The drama of alienation is magnified because danger becomes a chance to come into being in the world for which instrumental rationality, effectiveness in action and social verification are the decisive aspects of valuing human activity. Distancing oneself from the world and its expectations does not mean a withdrawal from any activity, it is not an escape from the world, but a meditative involvement in the matters of the world. Heidegger reminds us also that an ability to stay in a distance to oneself, to others, to things and the world is accompanied by an openness to mystery. Reflection on oneself and the world, development of contemplative thinking, skepticism toward instrumental rationality, and radical responsibility for one's development characterize a human being who is conscious of one's own condition. Conditio humana is the condition of a human being rooted in the world; a human being who poses questions about oneself and others, who does not give in to stagnation and self-satisfaction because of the achieved successes, but creatively, constantly, and in a new way, asks the question of one's mode of being. This is an integrally developing existence in the horizon of the truth of a life struggle and concrete experience.</p>		
	2300-MS5-	MS5 - Literatura we	During the course the student will be acquainted with		

	EPIWNJA-Lit	wczesnym nauczaniu języka angielskiego/ Children Literature in Teaching English to Young Learners mgr Katarzyna Domańska	<p>the chosen works of English children's literature, with the emphasis on the classical works. The integration of literary works with the elements of teaching English and strategies and techniques of implementing literature in the process of language education make another aim of the course.</p> <p>The use of classical children's works in various forms of classroom work will be presented; ways of how to encourage students to read literary works on their own.</p> <p>The student will also discover how to choose literary works, which criteria should be taken into consideration and then how to use various literary genres in the process of teaching English to children.</p>		

			<p>This course aims to provide students with fundamental understanding of children's literature in the Western world, to familiarize them with different types of English children's literature, to develop their ability to appreciate and evaluate various ways to create good literature reading experiences for children in Early English Language Teaching and Learning. Students will also learn how to implement children's literature into the process of English Language Teaching in early education.</p>		
			<p>How is language organized? How to tell people what to do? How to talk about the present and the future? How can we talk about past events and situations? How to guess, doubt and speculate? How to hypothesize, be tentative, polite and distance yourself from reality? Does 'if' always mean 'suppose'?</p> <p>GRAMMAR IN CONTEXT (1) How to refer to people and things? How do we know who or what they are talking about? How to describe people and things and refer to them more</p>		

			<p>precisely? Are grammar and lexis separate systems? Grammar across sentences</p> <p>GRAMMAR IN CONTEXT (2)-</p> <ul style="list-style-type: none"> - students reflect on how articles, pronouns and noun phrases are used in an authentic written and spoken text - students reflect on the grammatical difficulty of a text to be used in a content-based lesson - students analyse a learning task in terms of grammatical structures necessary for its successful completion 		
			<p>The course offers professional development in the field of teaching English pronunciation. The students build their awareness of the options in choosing goals for pronunciation standards (e.g. RP or English as a Lingua Franca), of areas of particular importance but also of potential difficulties. They create the grounds for working on their own pronunciation and that of their learners, by building the particular awareness of sounds and features of spoken English and the skill to model and explain correct pronunciation, but also of the influence of teaching (particularly bad teaching) on learners' pronunciation. The course will help the students to improve their skill in using the phonemic transcription, it will also give them ideas for pronunciation practice in the language classroom, both while teaching language content and while focusing on pronunciation in specialised activities.</p>		
			<p>Participants in this course will engage in exploration of action research in theory and practice in relation to language teaching. The course will expose students to a variety of approaches to participatory research (PR). Student teachers will be encouraged to make connections between their understandings of research of early</p>		

			<p>language teaching and their own emergence as practitioner researchers in educational settings. The aim of the course is to prepare participants to view themselves as knowledge producers who are able to learn about their teaching and their students by studying their own experiences.</p> <p>During the course, student teachers will have the opportunity to identify an education problem/puzzle in their teaching practice, make a plan, gather and analyze data as they carry it out, report results, and develop implications for their future teaching.</p>		
			<p>Curriculum Studies includes, but is not limited to investigations into: teacher education, the social construction of knowledge, curriculum and instructional discourses, and the role of curriculum and curricular reform in different learning environments. Students learn about issues of planning and development, program implementation and evaluation, and pre-service teacher education. Inquiry in the field is multidisciplinary and includes numerous perspectives and orientations: variety of learning theories, national curriculums in different countries.</p> <p>Course Objectives</p> <ul style="list-style-type: none"> • To analyze theoretical frameworks that underlie the methods used for curriculum development. • To evaluate ideas of major theorists and their designs for developing curriculum. • To define a meaning of curriculum in terms of its expressed, hidden, and emerging aspects. • To screen selected objectives through examining various philosophies of education and learning theories. • To analyze the connections among curriculum, educational environment, and learning. • To assess individual, instructional, institutional, and societal needs. 		

			<ul style="list-style-type: none"> • To analyze the influence of internal and external conditions on human behavior. • To identify the advantages and disadvantages of planne 		
			<p>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</p>		

			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.		
			Topic The fundamental features of CLIL CLIL-oriented teaching programmes in Europe CLIL-oriented teaching programmes in the USA Polish National Curriculum and its possible correlations with CLIL	3	
22.			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	3	
23.				3	