

Faculty of Education

University of Warsaw

## Courses in foreign languages

Winter semester 2019/20

	USOS Code	Course's title/ Lecturer	Brief description	ECTS/ language	English level
	2300-KJO-43/HUP KON	<b>How to use psychology to improve efficiency at work in educational environment?</b>  dr Marek Smulczyk	The goal of the course is to implement knowledge 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	B2
4	2300-GPTE-CM1-T LBS	<b>Teaching Literacy in bilingual settings</b>  dr hab. Zbigniew Możejko   KON 30g	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. Before the course proper commences, the introductory meeting is dedicated to characterizing the target group, i.e. young learner; here, amongst others, Piagetan stages of development are discussed. The first meeting proper inspects the pedagogy of teaching reading in L1 and 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.	3	C1

5	2300-GPTE-CM1-T EYL-W	<b>Teaching English to young learners</b>  <b>lecture</b>  mgr Monika Galbarczyk	The main aim of the course is to prepare the students for the role of a YL language teacher. The trainees will be provided with background information regarding children's development and educational implications, involved in the teaching English to children at pre-primary and lower primary level. An overview of a variety of teaching methods, approaches and techniques appropriate for young learners will be presented. The students will be familiar with various techniques used to develop 4 language skills: listening, speaking, reading and writing. They will be equipped with the knowledge concerning the selection of appropriate techniques to introduce and consolidate vocabulary, grammar and pronunciation. Using games, songs, rhymes, chants and stories is one of the key areas, the course focuses on. Other themes that will be discussed during the course are as follows: selecting, evaluating and designing teaching materials, exploiting art and craft activities, projects and drama to develop linguistic skills, implementing educational technologies to enhance the teaching process, assessing the learners' progress, developing learning strategies in children, teacher-parents cooperation. The students will learn how to plan lessons for both age groups. The course also aims at raising student's awareness of the need for continuing professional development and reflection on their own teaching practice. and reflection on their own teaching practice.	3	C1
6	2300-GPTE-CM1-T EYL	<b>Teaching English to young learners</b>  <b>discussions</b>  mgr Monika Galbarczyk	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	3	C1

			<p>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.</p>		
7	2300-GPTE-CM3-TAR	<p><b>CM3 - Action research: The design and carrying out a small-scale teacher research study</b> dr Katarzyna Brzosko-Barratt</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 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>	3	C1
8	2300-GPTE-CM3-PAD	<p><b>Professional and academic discourse</b> mgr Małgorzata Matysik</p>	<p>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.</p>	3	C1

9	2300-GPTE-CM3-R ME  WAR	<b>Research methods in education</b>  dr Urszula Markowska-Manista	<p>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.</p> <p>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.</p> <p>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.</p> <p>Topics to be covered include:</p> <ul style="list-style-type: none"> <li>- Purposes and types of educational research</li> <li>- Ethical issues in educational research</li> <li>- Steps in carrying out a research study</li> <li>- Qualitative research and its research methods</li> <li>- Quantitative research and its research methods</li> </ul>	4	C1
10	2300-GPTE-CM3-T RT	<b>Tools of reflective teaching: (Introduction to Teaching Portfolio)</b>  mgr Hanna Kijowska	<p>Trainees will:</p> <p>Engage in a variety of tasks which require reflection on the teaching process and its outcomes</p> <p>Practice critical observation by analyzing examples of teaching ( practicum teachers, peers, video, lesson-transcripts, case studies)</p> <p>Discuss the aim and recognize the value of using learning/teaching portfolio s</p> <p>Investigate a variety of portfolio types and entries and actively work on their own materials</p> <p>Discuss and formulate a teaching philosophy statement</p>	3	C1

11	2300-GPTE-CM4-E P	<b>Educational psychology</b> dr Joanna Smogorzewska	The aim of this course is to provide students with knowledge about learning and its psychological connections. It could help students to understand pupils' needs and skills better. The aims of this course are to provide language teachers with a background to a number of topics in educational psychology which will assist them in their day-to-day practice in teaching a language.	4	C1
12	2300-GPTE-CM4-P hE	<b>Philosophy of education</b> dr hab. Rafał Godoń	The main aim of the course is to support students in acquiring the professional knowledge and competencies in philosophically oriented pedagogy. Participants will be offered to focus on some aspects of the contemporary philosophical debates on educational issues. In general the aims of the course are as the following: - to get students acquainted with the current philosophical theories of education, - to introduce the key concepts of philosophical discourse on education that are necessary for understanding the specific character of teaching and learning, - to strength students' reflective attitude towards educational theories and practice, - to develop students' understanding of ethical dimension of teaching and learning, - to support students in preparation for the continuous professional self-development.	4	C1
13	2300-MS4-EPzWN J-ZN1	<b>English integrated skills 1/Zintegrowana nauka sprawności językowych 1</b> mgr Paulina Marchlik	Upon completion a student can understand a wide range of longer texts; s/he can express himself/herself fluently and spontaneously; s/he can use language flexibly and effectively for social, professional and academic purposes; s/he can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.	3	C1

15	2300-GPTE-CTM2-AE	<b>Art education</b> mgr Agata Kotlarczyk	<p>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.</p> <p>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.</p>	3	C1
16	2300-GPTE-CTM2-LE	<b>Language education</b> mgr Joanna Dobkowska	<p>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 education of bilingual children and children with special educational needs. Reading, writing, communication, working with text in early education - the teacher's folder.</p>	3	C1
17	2300-GPTE-CTM2-ME	<b>Mathematics education</b> mgr Kamila Jastrzębowska	<p>The world of mathematics needs to be presented to students in a positive and friendly manner. New educational</p>	3	C1

	WAR		<p>approaches and active teaching methods allow educators to take their pupils on an exciting and engaging journey.</p> <p>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.</p>		
18	2300-GPTE-CTM2-MuE  WAR	<b>Music education</b> mgr Anna Piskorek-Atys	<p>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.</p>	3	C1
19	2300-GPTE-CM4-ECE	<b>Early Childhood Education</b> dr hab. Małgorzata Żytka	<p>TOPICS</p> <ol style="list-style-type: none"> <li>1. Historical views of childhood – the nature of childhood and accepted practices for treating children</li> <li>2. Theories of child development and different ideas/concepts of knowledge and learning               <ul style="list-style-type: none"> <li>-Cognitive/developmental models</li> <li>-Environmental-learning approaches,</li> <li>-Development in context (ecological approach)</li> </ul> </li> <li>3. Contemporary perspectives on early childhood education – constructivism, cognitivism and social learning</li> <li>4. Human capital arguments for investment in early childhood – sociological context.</li> </ol>	3	C1

			<p>5. Poverty discourse and children's standards of living.</p> <p>6. Teachers' models of teaching:</p> <ul style="list-style-type: none"> <li>- skilful follower</li> <li>- open to dialogue with students</li> <li>- reflective practitioner</li> <li>- transformation protagonist</li> </ul> <p>7. The development of language, communication and literacy skills in early education context.</p> <p>8. Building the thinking environment in early and elementary education.</p> <p>9. Learning process outside kindergarten and elementary/ primary school.</p> <p>10. Peer tutoring as a method of teaching and learning in groups and active learning.</p> <p>11. Monitoring children's development and school achievements through formative assessment</p> <p>12. Building relationship with parents in early childhood education.</p>		
20	2300-GPTE-CM4-C LIL	<p><b>CM4 - CLIL in different contexts</b></p> <p>dr Katarzyna Brzosko-Barratt</p>	Detailed information will be available as soon as possible	3	B2
23	2300-GPTE-CTM2-SE	<p><b>CTM2 - Science education</b></p> <p>mgr Kalina Jastrzębowska</p>	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, inspiring 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	4	B2



			protocol, new trends in science education: art & science, STEAM, RRI, etc..		
24	2300-MS4-EPzWN J-FP	<b>MS4 - Practical English Phonetics /Fonetyka praktyczna/</b>  dr Artur Stępnia	The main objective of the course "Practical English Phonetics" is acquainting students with the British English system of sounds (RP), recognising sounds in terms of their quality and length, developing correct pronunciation of vowels, consonants and diphthongs. After having been acquainted with the international phonetic alphabet, student will be equipped with the tool of conscious parameters in the act of speech. Within the subject listening and fluent speaking skills will be practised. Some techniques of teaching pronunciation in early education will be presented and practised.	3	B2
25	2300-MS5-EPIWNJ A-Met	<b>MS5 - Methodology of English Language Teaching/ Metodyka nauczania języka angielskiego</b>  mgr Małgorzata Matysik	The main aim of the course is the preparation to the job of English language teaching. Particular attention is paid to student preparation to play the role of English language teacher. Students are acquainted with the issues covering language skills teaching, e.i. listening, speaking, reading and writing and teaching vocabulary and pronunciation. While presenting their own fragments of lessons, students are given the opportunity to display their own ideas on the basis of the acquired knowledge on the subject field.	3	B2
26	2300-MS5-EPIWNJ A-wt	<b>MS5 - Selected techniques of teaching English to children/ Wybrane techniki pracy z dzieckiem na lekcjach angielskiego/</b>  mgr Głogowska	The following notions will be discussed (in the context of teaching children) during the course: 1) Developing vocabulary 2) Developing pronunciation 3) Developing grammar 4) Developing listening skills 5) Developing speaking skills 6) Developing reading skills	3	B2
27	2300-KJO-35/EDC KON	<b>MKJO - Education for democracy and citizenship</b>	The course aim is to acquaint students with selected texts in English excerpts of essays, publications and articles of significant thinkers, on democracy, social participation, the concept of citizenship, responsibility, moral values, tyranny of	4	B2

		dr hab. Agnieszka Naumiuk	the majority, the notion of social service, differences and social inequalities. Among the analyzed texts with translations of selected texts presented anthology will feature speeches by John Dewey, Thomas Jefferson, Hannah Arendt, Abraham Lincoln, Martin Luther King, Jane Adam, Alexis de Tocqueville and others. The purpose of the course is to understand the concept of what they wanted to convey the authors to find out the original texts their thoughts on society, and critical analysis of their basic claims, and also discussion of the compounds of education to democracy and notions of social service, citizenship, participation, the necessary skills and knowledge that it is worth to have a citizen, the role of education.		
28	2300-GPTE-CM2-S LA	<b>CM2 - Second Language Acquisition and Classroom Language Learning</b>  mgr Małgorzata Matysik	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.	3	B2
30	2300-KJO-44/FZ KON	<b>MKJO -Fallstudien zu Kindheiten aus internationaler Perspektive</b>	Im Seminar werden Bezugspunkte der Kindheitsstudien zur Forschungsmethodologie der ethnografischen Forschung und zu Wirklichkeiten hergestellt, die Kindheiten mit ihrer je	4	B2

		<b>Course in German</b> dr Urszula Markowska-Manista	besonderen kinderrechtlich orientierten Dynamik diskursiv verbinden. Praktiken der Marginalisierung, Diskriminierung und des Ausschlusses von Chancen zur Bildung und Teilhabe in einer Gesellschaft werden erkennbar und können durch Forschung repräsentiert und an die Diskurse angeschlossen werden.		
31	2300-GPTE-CTM2-PH SEM	<b>CTM2 - Physical and health education</b> mgr Tom Cook	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.	3	C 1
32	2300-KJO-49/SCD KON	<b>MKJO - Socio-cognitive development: theory and practice</b> dr Joanna Smogorzewska	Main aims of this course is: acquaint students, through different lectures and discussion, with a notion of socio-cognitive development and 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.	4	B2
	2300-WK-EEExT-OG	<b>Education and the Experience of Time: Αἰών, χρόνος, and καιρός</b> dr hab. Andrzej Wierciński	Lecture-course on the hermeneutics of education and the experience of time thematizes the phenomenon of education in relationship to the understanding of time as αἰών, χρόνος, and καιρός.	5	B2
	2300-WK-PhE-OG	<b>Phronetic Education: Crisis of Thinking in Education</b> dr hab. Andrzej Wierciński	Lecture-course on phronetic education addresses the problem of crisis of thinking in education.	5	B2

