Faculty of Education

University of Warsaw

**Courses in foreign languages**

**Winter semester 2020/21**

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|  | USOS Code | Course’s title/ Lecturer | Brief description | ECTS/ language | English level |
| 1. 1   1. | 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 | B2 |
| 2. | 2300-GPTE-M2-  SLA | **Second Language Acquisitions**  Dr hab. Zbigniew Możejko prof.UW | 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 |
| 3. | 2300-GPTE-M1-  TEYL | **Teaching English to young learners**  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 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 |
| 4. | 2300-GPTE-M5-GE-CC | **CLIL in different context**  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.  During this course, students are acquainted with a diversity of contexts of bilingual education around the world and broaden their repertoire of teaching strategies such as diversifying input, maximizing output, scaffolding, using graphic organizers and planning learning sequences. | 4 | C1 |
| 5. | 2300-GPTE-CM3-  PAD | **Proffesional and academic discourse**  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 |
| 6. | 2300-GPTE-CM3-  RME | **Research methods in education**  dr Urszula Markowska-Manista | 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 |
| 7. | 2300-GPTE-M3-  TRT | **Tools of reflective teaching**  mgr Hanna Kijowska | Trainees will:  Engage in a variety of tasks which require reflection on the teaching process and its outcomes  Practice 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 materials  Discuss and formulate a teaching philosophy statement | 4 | C1 |
| 8. | 2300-GPTE-M5-GE-TEP | **Topics in educational psychology**  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 |
| 9. | 2300-GPTE-M5-GE-TPE | **Topics in philosophy of education**  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 |
| 10. | 2300-KJO-40/LCS | **Learning through common sens**  dr 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. | 3 | B2 |
| 11. | 2300-FWK-SWE-OG | **Sharing the World: Education toward Living and Surviving in a Time of Crisis**  dr hab Andrzej Wierciński prof.UW | If human existence is a hermeneutic existence, we cannot “fly from thinking” (Heidegger’s “flight from thinking,” from his Discourse on Thinking). We need to face life and attempt to make sense of health, illness, and disease. Education as a mode of being a human being in the world is a passionate engagement with the world. By sharing the world, we share what is most precious to us, our own lives. | 5 | B2 |
| 12. | 2300-GPTE-M6-II-SE | **Science education**  mgr Kalina Jastrzębowska | 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 |
| 13. | 2300-MS4-EPiWNJA-FP | **MS4 - Practical English Phonetics /Fonetyka praktyczna/**  dr Paulina Marchlik | 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 dipthongs. After having been acquainted with the international phonetic alphabet, student will be equipped with the tool of conscious parameteres in the act of speech. Within the subject listening and fluent speaking skills will be practised. Some technigues of teaching pronunciation in early education will be presented and practised. | 3 | B2 |
| 14. | 2300-FWK-LRN-OG | **Learning as Reading toward Narrating: The Art of Education as the Art of Storytelling**  dr hab Andrzej Wierciński prof.UW | Lingually oriented phenomenological hermeneutics reminds us that human life is a hermeneutic existence: existentia hermeneutica. To be means to interpret. And what needs to be understood is not only a particular written expression, but the totality of human life. The art of education is the art of telling our story on the way to ourselves. | 5 | B2 |
| 15. | 2300-MS5-EPiWNJA-wt | **Selected techniques of teaching English to children/ Wybrane techniki pracy z dzieckiem na lekcjach angielskiego/**  mgr Joanna 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 |
| 16. | 2300-GPTE-M6-II-PHE | **Physical and health education**  mgr Sławomir Konopka | 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 | C 1 |
| 17. | 2300-KJO-49/SCD | **Socio-cognitive development: theory and practice**  dr Joanna Smogorzewska | To 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 |
| 18. | 2300-KJO-38/EL | **Educational leadership**  prof. dr hab. Joanna Madalińska-Michalak | The subject „Educational Leadership” focuses on the issue of educational leadership in the context of its contemporary challenges. Particular attention will be paid to the following topics: 1. Leader and Managers - leading and managing  2.Theories of leadership: Implications for educational  leadership  3. The importance of educational leadership in  contemporary times  4. School leadership – towards innovative approaches  and key actions to strengthen school leadership  5. School leadership: Creating a change  6. Building and Sustaining Success in Leadership:  International Respective  The classes 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. The classe will create the conditions for developing students' leadership competences. | 4 | B2 |
| 19. | 2300-KJO-6 | **Art and Education - English B2+**  Dr Mariusz Samoraj | The aim of the seminar is to prepare students to the international cooperation in institutions like The Interntional Association of Education Through Art and to continue their studies within European educational programmes.  In terms of teaching objectives, the primary aim is to integrate subject study with language education.  Within the study of the subject students become acquainted with problems of aesthetic education and other educational areas connected to art. They also acquire specialist vocabulary relevant to the fields of art and education. They might be able to meet scientists from other European countries (mainly members of European Union) who specialize in theses fields. The main topics of the seminar are following:  1. Time passing versus time lasting – current problems of education through art  2. Methodology and education of teachers  3. Visual culture and values of education through art  4. Expression in art and the experiences of the young generation  Language education assumes raising general language competence of students (assuming that they start at B2 level) , with a particular emphasis put on skills necessary in using academic language. All materials used to develop receptive skills (reading and listening with comprehension) and productive skills (taking part in a discussion, giving a presentation, making notes and writing summaries and papers) will focus on subjects connected with art and education. | 4 | B2 |