Faculty of Education

University of Warsaw

**Courses in foreign languages**

**Winter semester 2022/23**

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|  | USOS Code | Course’s title/ Lecturer | Brief description | ECTS/ language | English level |
| 1. | 2300-GPTE-M2-  SLA | **Second Language Acquisitions**  **on-line**  dr hab. Zbigniew Możejko prof.UW  available when GPTE study starts | 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 |
| 2. | 2300-GPTE-M1-  TEYL | **Teaching English to young learners**  mgr Joanna Głogowska  available when GPTE study starts | 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 |
| 3. | 2300-GPTE-M1-DTS | **Developing Teaching Skills**  **on-line**  mgr Małgorzata Matysik  available when GPTE study starts | 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-GPTE-CM3-  PAD | **Professional and academic discourse**  **on-line**  mgr Małgorzata Matysik  available when GPTE study starts | 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 |
| 5. | 2300-GPTE-CM3-  RME | **Research methods in education**  dr Urszula Markowska-Manista  available when GPTE study starts | 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 |
| 6. | 2300-GPTE-M3-  TRT | **Tools of reflective teaching**  mgr Joanna Głogowska  available when GPTE study starts | 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 |
| 7. | 2300-GPTE-M2-PG | **Pedagogical grammar**  **on-line**  mgr Małgorzata Matysik  available when GPTE study starts | 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 |
| 8. | 2300-GPTE-M6-II-AE | **Art education**  mgr Agata Kotlarczuk | 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 |
| 9. | 2300-GPTE-M6-II-LE | **Language education**  dr Joanna Dobkowska | 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. | 4 | C1 |
| 10. | 2300-GPTE-M6-II-MATH | **Math education**  mgr Mirosława Ciechowska | 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 |
| 11. | 2300-GPTE-M6-II-ME | **Music education**  mgr Anna Piskorek-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 |
| 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-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 |
| 1. 1   14. | 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 |
| 15. | 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 |
| 16. | 2300-J-DWNJA-PT | **Children's FL literacy development/ Praca z tekstem jako źródło rozwoju językowego dzieci (Literacy)**  mgr Marta Słowikowska | Detailed information will be available as soon as possible | 4 | B2 |
| 17. | 2300-J-MPNJA-PPP | **Psychological and pedagogical foundation of childrens language learning/ Psychologiczne i pedagogiczne podstawy nauczania dzieci języka**  dr Katarzyna Brzosko-Barratt | Detailed information will be available as soon as possible | 2 | B2 |
| 18. | 2300-J-MPNJA-WND | **Introduction to young learners teaching/ Wprowadzenie do nauczania dzieci języka angielskiego**  dr Kamila Wichrowska | Detailed information will be available as soon as possible | 4 | B2 |
| 19. | 2300-KJO-40/LCS | **MKJO - 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. | 4 | B2 |
| 20. | 2300-KJO-46/LHF | **Learning History Through Film**  dr hab. Elżbieta Durys, prof. UW | 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 |