

Institute of Pedagogy Faculty of Social Sciences University of Gdansk

Offer of the academic year 2024-2025

Course title	Subjectivity - human and post-human		
Course code	Semester	ECTS	Classes
14.0.4451	summer	3	20 hours
Name of the lecturer and contact	Prof. dr hab. Tomasz Szkudlarek tomasz.szkudlarek@ug.edu.pl		
Prerequisites	English level –min. B2		
Course description	Theories of identity and subjectivity for education and cultural studies (e.g. Hegel, Marx, Freud, Lacan, Ricoeur, Laclau...) - Humanistic pedagogy vs. “the end of Man” in contemporary theory - Consciousness and the unconscious: Can psychoanalysis “work” on the posthuman? Exemplary cultural representations: - Dead Ringers (film by David Cronenberg): The body and the self - The Mask (Short story by Stanisław Lem): Gender and robotic subjectivity - Westworld (HBO series): How one becomes (in)human - Bladerunner (Ridley Scott’s film): Machines as political subjects		
Learning outcomes	Students have knowledge on cultural conditions of educational issues. Students understand contemporary knowledge on human subjectivity and are aware of the challenges related to developments of modern technology		

Course title	Solidarity		
Course code	Semester	ECTS	Classes
14.0.4452	summer	3	20 hours
Name of the lecturer and contact	Prof. dr hab. Maria Mendel maria.mendel@ug.edu.pl		
Prerequisites	English level –min. B2		
Course description	<p>Classes will be held in-site (at the Faculty of Social Sciences building) and out-site, e.g. at the European Solidarity Center in Gdańsk. The course of the classes was planned by the lecturers as 1 / their short welcoming lecture, introducing the issues that are to become the basis for students' reflection and activities, 2 / presentation of the proposed activities, 3 / exchange of thoughts and discussions during and after these activities. These activities include: visiting and discussing the elements of the permanent exhibition at the European Solidarity Center; wandering with the book guides "Gdańsk according to Lech Wałęsa" or "Gdańsk according to Paweł Adamowicz" and analyzing the significance of place in shaping the idea and practicing solidarity, etc. Among the aims of the classes, incl.: understanding the processes of the construction and the formative role of the meanings of solidarity in the various contexts (social, educational, political); understanding the solidarity and inter-cultural, democracy-based environment as a conditio sine qua non of the “society/politics of equals”; creation of the opportunities in which students get valuable information about their own orientations toward cultural difference and commonality, and become able to work on them for the solidarity across boundaries.</p>		
Learning outcomes	<p>Students understand the nature of social bonds and their significance for education and learning. Students can present their ideas, doubts or suggestions while observing ethical values, and to support their ideas with rational arguments related to academic knowledge. Students can apply theoretical knowledge in analysing practical issues. Students are ready to act responsibly for the promotion of social equity and solidarity.</p>		

Course title	Work & Popular Culture: emancipations of late capitalism era		
Course code	Semester	ECTS	Classes
5.0.3745	Summer	3	20 hours
Name of the lecturer and contact	Piotr Stańczyk piotr.stanczyk@ug.edu.pl		
Prerequisites	English level –min. B1+		
Course description	(1) Work & Education: sociological theories of reproduction and critical pedagogy. (2) Education and economic inequalities. (3) Boredom in education – possible explanations and if the boredom could mean emancipation? (4) Popular culture – emancipatory perspective. (5) Social-science-fiction: from Utopia to Black Mirror. (6) Escapism of popular culture (7) Is this the end of capitalism? Ecological disaster as a new Apocalypse. (8) Star Trek or Mad Max – are there social alternatives?		
Learning outcomes	Understanding the complexity of work process culture of late capitalism according to educational issues, social activism and escapism. Knows in depth main currents of modern critical and emancipatory pedagogy, understands historical and cultural conditions of education in late capitalism. K_W07 knows in depth social and economic relations in educational perspective. Student is able to use theoretical educational models to analyse complex social issues of learning. K_U04 is able to express thoughts in written language, is able to construct complex reasoning on educational problems using numerous theoretical frameworks of philosophy, sociology and pedagogy		

Course title	Social Media		
Course code	Semester	ECTS	Classes
5.0.3746	Summer	3	20 hours
Name of the lecturer and contact	Grzegorz Stunża, PhD grzegorz.stunza@ug.edu.pl		
Prerequisites	English level –B1+		
Course description	Basics of netnography 2. Phenomenon of digital photography – privacy made public 3. Idealized reality in blogs and its social impact on real world 4. Self-stories expressed online – mimesis of the XXI century among the adolescents 5. Building community in virtual realms Presence 30% - active participation during the classes; 30% - group project; 40% - active participation of each member, collaboration within the group		
Learning outcomes	The aim of the subject is to give students deepen view in human aspects of social media such as identity construction and community building processes. This knowledge is vital for young modern teachers and educators who will develop their careers both as social media users and tutors of social media users. K_W07 – knows different social bonds and understands their internal regulations which are important from the educational point of view K_W09 – knows and understands cultural background of educational processes K_W13 – knows and understands different educational environments and processes happening in K_U05 – is able to present their ideas, doubts and suggestions, support them with adequate arguments in the context of chosen theoretical background K_U07 – is able to observe, diagnose and give rational mark of sophisticated educational situations, analyze motives and patterns of human behavior K_U13 – is a B2 level of English user K_K01 – is ready to deepen their knowledge independently, develop their professional and personal skills constantly, K_K06 – is ready to be responsible for their own work preparation, decisions, actions and their results; as well as take responsibility for their co-workers (and to build relationship based on trust) K_W07, K_W09, K_W13 - online content analysis, discussion K_U05 , K_U07 , K_U13 - online content analysis, teamwork K_K01, K_K06 - discussion, teamwork		

Course title	Picturebook		
Course code	Semester	ECTS	Classes
5.7.0304	Summer	3	20 hours
Name of the lecturer and contact	Prof. Małgorzata Cackowska, PhD malgorzata.cackowska@ug.edu.pl		
Prerequisites	English level –min. B1+		
Course description	<p>The course will investigate the issues of socialization, reading and image cultures, politics of representation and childhood studies. The aim of the lecture is to create an opportunity for critical analysis of the contemporary picturebooks' phenomena and make such a knowledge and competency useful in educational practice. Content: 1/ Discourse (and socio-pedagogical ideology) analysis of childhood occurred in picturebooks for children. (meaning of significant professional and non-professional adults mediators between book and a child.) 2/ An introduction to history and theory of picturebooks (word-picture relations; educational potential of picturebooks perceived as a significant cultural medium; visual literacy and reading pictures competency) 3/ Analysis of the thematic content of contemporary picturebooks (taboo, gender stereotypes, power relations), analysis of challenging and controversial picturebooks 4/ Analysis the meaning of the formal aspects of picturebooks (aesthetics of artistic and mass production) for developing visual literary skills</p>		
Learning outcomes	<p>K_W06 Student knows historical and contemporary issues on influences of educational ideologies and cultural and social discourses for the cultural production of picturebooks for children. K_W12 Student knows fundamental aspects of the functioning social market of books for children and cultural and social meanings of picturebooks in different societies. K_U10 Student can develop children's visual and emergent competencies, their interest and creative and critical thinking using contemporary picturebooks as a educational tool</p>		

Course title	Modern Parenthood: transformations and experiences		
Course code	Semester	ECTS	Lectures
5.7.0303	Winter	1	20 hours
Name of the lecturer and contact	Alicja Zbierzchowska alicja.zbierzchowska@ug.edu.pl		
Prerequisites	Ability to use English at B1+		
Course description	<p>Goal of the lecturer is expanding knowledge about modern family and parenthood in an interdisciplinary approach in aspects: individual and social.</p> <p>The main contents there are: the essence and specificity of parenthood: the perspective of a child and an adult; contemporary models and transformations of the mother`s role and father`s role; parenthood as a critical and developmental event in the lives of women, men and family life cycle; work-life balance contemporary parents.</p>		
Learning outcomes	<p>Student knows and understand the importance of parenthood in individual and social aspects. They understand changes of contemporary family: direction and causes. Student knows the specificity of modern models of motherhood and fatherhood.</p> <p>Students can analyse the value of parenthood for modern women and men; ways of fulfilling parental roles and experiences of contemporary parents in unusual parenthood.</p>		

Course title	Pedagogy of climate change		
Course code	Semester	ECTS	Lectures
5.7.0306	Winter	4	30 hours
Name of the lecturer and contact	Prof. dr hab. Lucyna Kopciwicz lucyna.kopciwicz@ug.edu.pl		
Prerequisites	English level –min. B2		
Course description	Lecture content: What is the Anthropocene Epoch? Climate as a social and political issue Climate change discourses and the concept of deep adaptation Psychology of climate crisis Emotionalization of climate change Climate change and vulnerable social groups Children - their fears and hopes related to climate change Everyday life experiences and climate change		
Learning outcomes	Learning outcomes are: build understanding of sociopedagogical concepts, theories, methods, and research findings, develop learners' ability to assess different forms of information and evidence.		

Course title	Brain-ology for kids and grown-ups - what we know today about human brains		
Course code	Semester	ECTS	Classes
5.0.3024	Winter	4	30 hours
Name of the lecturer and contact	Michał Daszkiewicz, michal.daszkiewicz@ug.edu.pl		
Prerequisites	Level B1+ (CEFR) in English		
Course description	Throughout the course students discuss the functioning of brains in relation to multiple levels such as learning, memorizing, sleeping, emotions, etc. Particular attention is paid to popular myths concerning brains and to the discussion of the consequences of the simplified reasoning based on these myths. The course is meant to raise students' orientation in brain-related issues and in how this knowledge relates to education, work, and daily life.		
Learning outcomes	1. Interdisciplinary knowledge concerning the functioning of human brains. 2. Ability to recognize myths relating to human brains. 3. Skills in constructing brain-training exercises. 4. Awareness of limitations resulting from the weaknesses of human brains, and benefits following from the uniqueness of human brains.		

Course title	Educational language games		
Course code	Semester	ECTS	Classes
5.0.3024	Winter	4	30 hours
Name of the lecturer and contact	Michał Daszkiewicz, michal.daszkiewicz@ug.edu.pl		
Prerequisites	Level B1+ (CEFR) in English		
Course description	Throughout the course students apply, discuss, construct, and evaluate a range of language games serving educational purposes. All the games-oriented activities base on didactic, psychological, social, and linguistic theories and findings. The course has been designed to combine theories and practice to do with language games in education, language education with general education, and to relate to interdisciplinary knowledge so as to keep the games and their range highly individualized.		
Learning outcomes	1. Interdisciplinary knowledge concerning the educational potential of language games. 2. Ability to implement language games for various educational purposes. 3. Skills in constructing authorial language games at different levels of difficulty across various subjects and disciplines. 4. Awareness of the education power of language and of advantages and shortcomings of particular language games		

Course title	English TED talks – discussing and presenting		
Course code	Semester	ECTS	Classes
5.0.3026	Winter	4	30 hours
Name of the lecturer and contact	Michał Daszkiewicz, michal.daszkiewicz@ug.edu.pl		
Prerequisites	Level B1+ (CEFR) in English		
Course description	<p>Throughout the course students combine two things: discuss and assess different TED Talks chosen by the lecturer and by themselves, and work on the development of their own TED Talks on any topics of their preference. The course is meant to serve several purposes: to provide a platform for discussion of interesting educational issues, to help students improve their skills in speaking to an audience, to provide opportunities to present ideas which students themselves find important and worth developing in talk, and to promote English talks as a form of highly educational entertainment (as the level of discussing and presenting them).</p>		
Learning outcomes	<p>1. Knowledge concerning good presentations and TED Talks rules. 2. Ability to recognize weaknesses and strengths of thematic presentations, and to construct a short presentation based on TED Talks' formula. 3. Basic skills necessary for effective public speaking. 4. Awareness of linguistic qualities of a good TED Talk</p>		

Course title	Language apps – a source of knowledge or a waste of time?		
Course code	Semester	ECTS	Classes
5.0.3026	Winter	4	30 hours
Name of the lecturer and contact	Michał Daszkiewicz, michal.daszkiewicz@ug.edu.pl		
Prerequisites	Level B1+ (CEFR) in English		
Course description	<p>Throughout the course students test out, verify and evaluate a pool of language apps, as a result of which they are meant to recognize both the educational merits as well as shortcomings of these applications. The course deliberately combines theoretical knowledge concerning language-oriented applications (falling mostly within educational and psychological sciences) with their practical side (with different interests, ages, subjects, etc. being taken into account). The course addresses a wide range of fundamental questions related to language apps, such as whether they support receptive or productive skills, how language apps can be used and improved for educational purposes, what criteria of their evaluation we should use. The students are encouraged to analyse their favourite language apps and develop a critical approach to computer-/telephone-aided learning.</p>		
Learning outcomes	<p>1. Knowledge concerning educational qualities of computer language-oriented applications. 2. Ability to adjust language applications to students' command of language. 3. Basic skills necessary for the sound use of language apps. 4. Awareness of merits and shortcomings of language-oriented apps.</p>		

Course title	Art Workshop		
Course code	Semester	ECTS	Lectures/ classes
19.0.0137	Winter	1	20 hours
Name of the lecturer and contact	Dr Małgorzata Karczmarzyk, malgorzata.karczmarzyk@ug.edu.pl , 609971400		
Prerequisites	English level min B1+		
Course description	<p>Objectives: To acquaint the student with knowledge of art and art education; Development of own artistic skills. To familiarize students with the therapeutic potential of art.</p> <p>The course includes the following curriculum tracks:</p> <ol style="list-style-type: none"> 1. Theoretical lecture on issues relating to: art therapy, art, image-centred culture. 2. Presentation of the painting dialogues method. 3. Practical workshops – creative exercises. 4. Painting dialogues – exercises. 5. Workshop „100 Positive Comments”. 6. Analysis of artistic products created, the meanings and the metaphors. 7. Workshop round-up. 8. Preparation of the final exhibition with artistic work of the participants taking part in the workshops. 9. Implementation of students to work in a team. 10. Preparation for the implementation of the subject activities: the student is able to collect the necessary materials for the implementation of the project and has the skills to present and defend their own ideas when defending the project. 		
Learning outcomes	<p>Student analyzes theories in the field of art education, art methodology in grades I-III of primary school and selected theories from other disciplines, e.g. art history, media education. Student shares doubts about issues in the history of art within his group and jointly implements the final project. He/She can perform the assigned artistic tasks.</p> <p>Student is able to collect material from available sources and experience from his own creative realizations.</p> <p>Student develops his competences and has a need for continuous self-development in the field of art.</p> <p>Student is ready to inspire students to use art in their independent education.</p>		

Course title	Academic Skills		
Course code	Semester	ECTS	Classes
14.0.3987	Summer	3	30 hours
Name of the lecturer and contact	Dr hab. Piotr Stańczyk, prof. UG piotr.stanczyk@ug.edu.pl Dr Grzegorz Stunża grzegorz.stunza@ug.edu.pl		
Prerequisites	English level min. B1+		
Course description	1. Presenting a scientific text - analyzing concepts, theories, positions 2. Superficial and deep understanding of a scientific text 3. The art of discussing and building arguments 4. Critical thinking and its presentation 5. Preparing a public speech.		
Learning outcomes	<p>The student knows scientific texts in the field of pedagogy in a foreign language (pedagogical language course in English)</p> <p>The student gains the ability to discuss, present positions using concepts from the field of pedagogical theory.</p> <p>The student learns a critical approach to the positions, theories, concepts contained in the texts presented in the field of pedagogy.</p>		

Course title		Humanism, posthumanism, transhumanism – pedagogical implications	
Course code	Semestr	ECTS	Lectures/classes
19.0.0172	summer	4	30 hrs
Name of the lectures and email contact		Małgorzata Obrycka, PhD Malgorzata.obrycka@ug.edu.pl	
Prerequisites		English level min. B1+	
Course description		<ol style="list-style-type: none"> 1. History of issues in the fields of humanism, posthumanism and transhumanism. 2. Main trends in the fields of humanism, posthumanism and transhumanism. 3. Posthuman; Man and animals, Man and machines. 4. Transhumanism; Human future; Biotechnology; Genetic engineering; Artificial Intelligence. 5. Posthumanism and ethics. <p>Interspecies humanitarianism.</p>	
Learning outcomes		<p>for knowledge:</p> <ul style="list-style-type: none"> • The aim of the lecture is to familiarize students with contemporary disputes about humanism, posthumanism and transhumanism; • Familiarize students with the basic conceptual apparatus used in humanism, posthumanism and transhumanism. <p>for skills:</p> <ul style="list-style-type: none"> • Teach students about the essence of interspecies humanitarianism; • Teach students to use this type of knowledge to analyze and describe social, technical and ethical phenomena. <p>for social competence:</p> <p>The goal is to awaken empathy.</p>	

Course title	Professional residential child practice		
Course code	Semester	ECTS	Lectures/ classes
5.0.3870	summer	4	30 hrs
Name of the lecturer and contact	dr hab. Justyna Siemionow, prof. UG justyna.siemionow@ug.edu.pl		
Prerequisites	English level min. B1+ The fundamentals of developmental psychology and understanding the process of upbringing (from pedagogical perspective)		
Course description	The aim is to reflect the challenges of residential child work and the workers' competences impacting knowledge and to encourage skill development in multiple areas. The main questions are: <ol style="list-style-type: none"> 1. what are the new challenges in residential child care settings? 2. what type of resources are needed? The course consists of three parts: <ol style="list-style-type: none"> 1. theoretical – e. g. residential child terminology in a global context, different functions of residential care 2. practical - project preparation 3. a visit in one of the institution 		
Learning outcomes	<p>The students will learn about:</p> <ol style="list-style-type: none"> 1. Theoretical and practical perspectives on residential child care for children and youth 2. International exchange in organizing residential child care <p>The students will expand their competences:</p> <ol style="list-style-type: none"> 1. How to analyze and understand the conditions for developing RC service 2. How to explain different perspectives on competencies and discuss staff skills 3. How to analyze activities and processes which lead to the psycho-social youths' development 		

Course title	Sense of humour across disciplines and nations		
Course code	Semester	ECTS	Classes
5.0.3871	winter	4	30 hours
Name of the lecturer and contact	Michał Daszkiewicz, michal.daszkiewicz@ug.edu.pl		
Prerequisites	Level B1+ (CEFR) in English		
Course description	<p>The course has a twofold character: on the one hand, the sense of humour is analysed and interactively discussed with references to disciplines and nations, and, on the other hand (slightly later into the course) humorous content is produced and practiced in the classroom, with the emphasis laid on the spoken language. Hence, the course is meant to draw on the fact that Erasmus students come from different countries and study different disciplines, which adds to the variety of humour available and to the interdisciplinary form of the entire course. Jokes, funny stories, amusing research etc. are delivered in the form of the so-called (spoken) strokes.</p>		
Learning outcomes	<p>1. Interdisciplinary analysis of how the sense of humour works. 2. Ability to relate humorous elements to different disciplines and nations. 3. Skills in constructing and delivering amusing language content. 4. Awareness of how the sense of humour is affected by education, personalities, background, and nationalities.</p>		

Course title	The beautiful side of English grammar		
Course code	Semester	ECTS	Classes
5.0.3872	winter	4	30 hours
Name of the lecturer and contact	Michał Daszkiewicz, michal.daszkiewicz@ug.edu.pl		
Prerequisites	Level B1+ (CEFR) in English		
Course description	<p>The course focuses on the logic and simplicity of English grammar. It exploits the idea of “one-touching”, that is presenting (only supposedly complicated) grammatical issues (such as the structure of English tenses, conditionals, the system of prepositions, etc.) within not more than in 60 minutes (referred to as a ‘touch’). It promotes a holistic attitude to grammar and draws attention to the consistent rules working across the entire language. The course thus dispels common myths concerning the complexity of English grammar, points out false terms and theories, and relates grammar to how humans and their brains operate.</p>		
Learning outcomes	<p>1. Familiarity with rules working within and across grammatical issues in English. 2. Abilities to apply (in speaking and in writing) the logic of English grammar by adjusting the form to the intended message and effect. 3. Skills in English grammar works. 4. Boosting students’ language awareness on the level of grammatical rules</p>		

Course title	Theories of poverty and social practices towards the poor		
Course code	Semester	ECTS	Classes (hours)
14.5.0480	summer	1	20
Name of the lecturer	Prof. dr hab. Maria Mendel; maria.mendel@ug.edu.pl		
Prerequisites	English level min. B1+		
Course description	<p>Objectives of the course focus on shaping: 1 / a critical distance towards various ways of describing poverty, explaining it and designing solutions to problems that result from it; 2 / disposition to think about poverty and to take actions related to it, based on the idea of social solidarity and democracy.</p> <p>A. The concept of poverty (relative poverty in the context of contemporary conditions) and “the theory of poverty” (paradigmatic, arising in specific socio-political and cultural contexts, ways of describing and explaining poverty and approach to related problems)</p> <p>B. Foundations of the theory of poverty (the importance of legal solutions, including the history of English “Poor Law”)</p> <p>C. Economics and poverty (issues of inequality and redistribution)</p> <p>D. Theories of poverty, that is around scientific descriptions and paths of explaining poverty and related social practices (the theory of poverty culture, the situation and structure of poverty and social Darwinism, the theory of social redundancy, etc.). Theory, politics and social assistance: how do we describe and explain poverty, trying to solve the problem it is?</p> <p>E. The counterculture of poverty and the importance of understanding its determinants and consequences</p> <p>F. Images of poverty (the social importance of visual representations of poverty and examples of tackling underlying inequalities)</p> <p>G. Spatial dimensions of poverty (spatial polarization of poverty and wealth; directions of change - including new subjectivity and politics of representation, current research in architecture and art)</p> <p>H. Dominant media discourses around poverty and what results from them (for the poor)</p> <p>I. "Exclusion by beautification" and other forms of functional aestheticization related to poverty. Urban poverty.</p> <p>J. Changes in socio-political orders in connection with poverty. Poverty and fascism, Nazism, communism (including around lessons by Stephane Hessel in his Time for Outrage!)</p>		
Learning outcomes	<p>Students know and understand the processes of changing selected structures and social groups, predicting their course and consequences within the chain of activities leading to the formation of a coherent, mutually supportive community.</p> <p>Students know and understand the processes of changing selected structures and social groups, predicting their course and consequences within the chain of activities leading to the formation of a coherent, mutually supportive community.</p> <p>Student knows and understands the transformation of social ties and is able to present diverse views on historically changing social structures and institutions, in the perspective of the social phenomenon of poverty.</p> <p>The student knows and understands the transformations of social ties and is able to present diverse views on the historically changing social structures and institutions in the perspective of the social phenomenon of poverty.</p> <p>Students analyze the causes and course of social processes and phenomena leading to the exclusion and marginalization of people, groups, and local communities, identifying barriers preventing the achievement of social cohesion.</p> <p>Students analyze the causes and course of social processes and phenomena leading to the exclusion and marginalization of people, groups and local communities, identifying barriers preventing the achievement of social cohesion.</p>		

Course title		Psychopedagogical foundations of teaching English with methodology	
Course code	semesters	ECTS	Lectures/classes
5.0.3376	W+s	3	5 (30 hours);; 6 (30 hours);; 7 (15 hours).
Name of the lectures and email contact		dr Magdalena Wawrzyniak-Śliwska magdalena.wawrzyniak@ug.edu.pl dr Martin Blaszk martin.blaszk@ug.edu.pl	
Prerequisites		Mastery of basic terms and concepts in the field of developmental psychology, educational theory and pedagogical and methodological foundations of education; Knowledge of the English language at B2 level.	
Course description		<p><u>In each of the three semesters, a number of the following areas will be covered:</u></p> <ul style="list-style-type: none"> • The young learner as a foreign language learner. • Children learning a foreign language from the perspective of selected psychological concepts. • Acquisition and learning in connection with the native and foreign language. • Student motivation, discipline and self-esteem; Student autonomy in young learner English teaching. • Organization of young learner English classes: student space, discipline, voice and body language. • The use of play and activities in language learning for young learners. • Teaching vocabulary; Teaching language skills: listening and speaking; Teaching language skills: reading and writing. • Lesson planning; Teaching materials: evaluation and selection of various materials for teaching English. • Teaching materials: creating your own materials for teaching English. • Story-telling – building lessons based on authentic materials; Project work in early school English teaching. • Multimedia techniques in foreign language teaching. Assessing children's language skills. • Building a lesson around a topic; Teaching based on language tasks. • English as a tool for acquiring knowledge: integrated teaching and cross-curricular integration. 	
Learning outcomes		<ul style="list-style-type: none"> • Knowledge of the specific nature of working with children during English classes. • Ability to prepare and conduct English lessons in early school classes. • Awareness of the distinction between acquisition and learning in connection with foreign language teaching. • Awareness of the importance of communication in a foreign language during classes with primary school children. • Familiarization with basic teaching materials and forms of work appropriate for early education learners. • Understanding of the importance of the methodology of working with children during English classes for the quality of skill development and communication in a foreign language. • Development of reflective and critical attitude towards their own school practice as a teacher and a readiness to implement innovative solutions in connection with English language teaching. 	

Course title:		Art and (Dis)Ability	
Course code:	Semestr:	ECTS:	Lectures/classes:
5.6.1614	Summer	2	30 hrs
Name of the lectures and email contact:		Prof. Dorota Krzemińska, PhD dorota.krzeminska@ug.edu.pl Prof. Jolanta Rzeźnicka-Krupa, PhD jolanta.rzeznicka-krupa@ug.edu.pl	
Prerequisites:		English level min. B1+	
Course description:		<p>The aims of the course is:</p> <ul style="list-style-type: none"> - to learn about different ways of representing people with disabilities in culture and art - to learn and develop the ability to critically analyze the art of artists with disabilities as a voice of people with disabilities for social change, - to develop skills of cooperation with others, organization of work, responsibility for assigned tasks.. <p>The content:</p> <p>Culture and disability - analysis of cultural representations of disability exemplified by selected past and contemporary art (painting, sculpture, film, literature, theatre and other performing arts)</p> <p>Art as a tool of social change - critical engagement of contemporary art for emancipation and inclusion of socially marginalized groups.</p> <p>Art and disability - analyzing of mutual connections and determinants of selected works and artistic activities of people with disabilities.</p>	
Learning outcomes:		<p>Knowledge (analyzing texts and audiovisual sources with discussion, (completing sub-tasks, answering questions, analyzing text, defining concepts, finding relevant information, etc.)</p> <p>Skills: concept mapping and visualization, discourse analysis (choice of topic and ability to pose a problem, searching for materials and sources, ability to analyze and interpret them critically, relating to knowledge of the field)</p> <p>Social competences: project method - preparing a credit project (ability to work in a team and share tasks, organize work, develop a sense of responsibility and fulfilment of tasks, develop reflection on one's own actions, respect ethical principles)</p>	

Course title:		Sexual abuse among children	
Course code:	Semestr:	ECTS: 2	Lecture/classes
5.6.1615	summer	2	20 hrs
Name of the lectures and email contact		Marta Jurczyk, PhD marta.jurczyk@ug.edu.pl	
Prerequisites:		English level min. B1+	
Course description		<p>Sexual behaviors of children and adolescents Consequences of sexual abuse among children and adolescents. Consequences of sexual abuse among intellectually disabled children and adolescents. Characteristics of sex offenders. Assessment of the risk of relapse into sexual offending. Explore the complex relationships between anger, sexual arousal and sexual violence.</p>	
Learning outcomes		<p>Improved competences, linked to professional profiles. Broader understanding of practices, policies and systems in education. Better quality of work and activities in favour of students. Greater understanding and responsiveness to social, linguistic and cultural diversity. Increased ability to address the needs of the disadvantaged. Improved foreign language competences. Increased motivation and satisfaction in daily work. Increasing the theoretical knowledge of the host university students on topics related to the field being taught. Increasing the practical knowledge (and its specificity in Poland) of the host university students on topics related to the field being taught. Promoting intercultural dialogue.</p>	

Course title:		Childhood with respect – Montessori inspired ECE	
Course code	semestr	ECTS	Lectures/classes
5.9.0213	summer	4	30hrs attendance + 25hrs reading+ 30 hrs essay/exam prep.
Name of the lecturer and email contact		Jarosław Jendza, PhD jaroslaw.jendza@ug.edu.pl	
Prerequisites:		English fluency – B2 or higher	
<p>Course description:</p> <p>During the classes we will critically discuss the main characteristics of children’s development in the perspective of Montessori pedagogy. In the extended essay (the assessment form) the students will be asked to analyse their own childhood and on the basis of their observations and the contents of the lecture will be expected to evaluate on it, point to positive and negative consequences and suggest their own solutions for early education and parenting strategies.</p>			
Learning outcomes:		<ol style="list-style-type: none"> 1. students identify parenting styles inspired by Montessori pedagogy 2. students are familiar with the ideas of Montessori pedagogy 3. students are able to implement Montessori ideals in everyday relations 	

Course title:		Science, culture & maths in early childhood and elementary progressive education	
Course code	semestr	ECTS	Lectures/classes
5.0.3868	summer	4	30hrs attendance + 25hrs reading+ 30 hrs essay/exam prep.
Name of the lecturer and email contact		Jarosław Jendza, PhD jaroslaw.jendza@ug.edu.pl	
Prerequisites:		English fluency – B2 or higher Basic knowledge on theories of education and developmental psychology	
Course description: During the classes we will explore various techniques of teaching SCIENCE, MATHS and CULTURE in early education in the context of progressive ECE approaches (PBL, LBD, Montessori, Experimentation). Students will have the possibility to get to know both the techniques as well as teaching aids and procedures that may come in useful in modern early science and maths education			
Learning outcomes:		<ol style="list-style-type: none"> 1. students identify progressive approaches to science, maths and culture education 2. students are familiar with the ideas of New Education pedagogies in terms of maths, science and culture 3. students are able to use and implement teaching aids directed at maths, science and culture education 	

Course title:		Personalised elementary education approaches – 1T1 tutoring, mentoring and coaching	
Course code	semestr	ECTS	Lectures/classes
5.0.3869	summer	4	30hrs attendance + 25hrs reading+ 30 hrs essay/exam prep.
Name of the lecturer and email contact		Jarosław Jendza, PhD jaroslaw.jendza@ug.edu.pl	
Prerequisites:		English fluency – B2 or higher Basic knowledge on theories of education and developmental psychology	
Course description: During the classes we will explore various techniques of implementing developmental and academic 1T1 tutoring, mentoring and coaching. We will practice the techniques used by tutors, mentors and coaches in schooling context.			
Learning outcomes:		<ol style="list-style-type: none"> 1. students identify tutoring, mentoring and coaching in the context of elementary education 2. students are familiar with the roles of tutor, mentor and coach 3. students are able to use and implement tutoring and mentoring processes and tools in elementary education 	