

## COURSE DESCRIPTION

<b>Course title</b>	<b>Developmental dyslexia</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
<u>14.0.3593</u>	winter	3	15/ (hours)
<b>Name of the lecturer and contact</b>	dr. Marta Łockiewicz, marta.lockiewicz@ug.edu.pl		
<b>Prerequisites</b>	none		
<b>Course description</b>	<p>The aim of the course is to discuss developmental dyslexia in children and adults. By the end of the course, the students will have gained: a basic theoretical and practical knowledge about reading, spelling, and writing, developmental dyslexia, its deficits, symptoms, and causes; definitions of neurodevelopmental learning disorders in medical classifications, available diagnostics tools; advanced specialist vocabulary.</p> <p>Content areas:</p> <ul style="list-style-type: none"> <li>• reading, spelling, writing,</li> <li>• neurodevelopmental learning disorders: their pathomechanism, aetiology, definitions, inclusion in DSM-V and ICD-11</li> <li>• developmental dyslexia in lifespan</li> <li>• co-morbid disorders</li> <li>• diagnostic tools</li> </ul>		

	<p>Assessment criteria: earning at least half number of points as possible to earn for: a written test (factual correctness), extra points to gain/lose: active class participation (reading assignments, discussions), attendance</p>
<p><b>Learning outcomes</b></p>	<p>By the end of the course the students will have gained:</p> <ul style="list-style-type: none"> <li>• a knowledge of English terminology concerning neurodevelopmental learning disorders used in psychology and related disciplines on an advanced level</li> <li>• an advanced and comprehensive knowledge about biological, cognitive, educational, emotional-social bases of psychological functioning of a person with neurodevelopmental learning disorders</li> </ul> <p>Student defines concepts related to reading, spelling, writing (basic level), developmental dyslexia, differentiates between developmental dyslexia and other learning problems, e.g. developmental language disorder or borderline intellectual functioning, lists symptoms characteristic of developmental dyslexia throughout a lifespan, describes/explains the essence of pathomechanism and aetiology of developmental dyslexia in the light of different approaches; understands the essence of functionality and dysfunctionality, harmony and disharmony, normality and abnormality. Student knows the rules of organising psychological and educational help for persons with developmental dyslexia.</p> <p>Student is able to use and integrate theoretical knowledge within the area of psychology and related disciplines (widely understood education) in order to analyse complex psychological, educational, therapeutic problems; to diagnose and design practical actions for persons with neurodevelopmental learning disorders in reading and writing (intervention).</p> <p>Student is able to: Communicate in English – clearly, comprehensively, precisely; Produce structured theses concerning different psychological issues related to neurodevelopmental learning disorders in reading and writing, rooted in diverse theoretical approaches, both psychological and other (mostly educational);</p>

	<p>Student: Identifies with values, aims, and tasks carried out in psychological practice; Is sensible, mature, and engaged in designing, planning, and implementing psychological actions, especially those intended for persons with neurodevelopmental learning disorders in reading and writing, including children (cues for effective intervention); Is careful/critical about expressing opinions; Works independently and in a team, which is task-dependent; Is creative in problem solving</p>
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Course title	Introduction to systematic reviews methodology		
Course code	Semester	ECTS	Lectures/ classes
14.4.0387	winter	5	30/ (hours)
<b>Name of the lecturer and contact</b>	Łucja Bieleninik, e-mail: <a href="mailto:lucja.bieleninik@ug.edu.pl">lucja.bieleninik@ug.edu.pl</a>		
<b>Prerequisites</b>	passing basic, obligatory subjects in the field of psychology		
<b>Course description</b>	<p>The aim of the course is to provide guidance to students for the contents of systematic reviews methodology and preparation of a protocol and review.</p> <p>Course contents:</p> <ul style="list-style-type: none"> <li>• Introduction to systematic reviews (definition; differences between systematic review and literature review; rationale for SRs conducting and their importance; Cochrane Collaboration; PROSPERO Registry; steps taken in a SR)</li> <li>• Define research question &amp; write a plan for the review (SR as a research design; question formulation; types of health research questions; PICOS model; research protocol, protocol registration; PRISMA-P Statement)</li> <li>• Search for studies (eligibility criteria, search methods for identification of studies e.g. electronic database searching, grey literature and handsearching; formulate the search)</li> <li>• Select studies (implementation of the selection process; screening, eligibility)</li> <li>• Extract data from the studies (what data to collect; extracting study results; converting data to the desired format, reliability and reaching consensus)</li> <li>• Assess the risk of bias of the studies (classification scheme for bias in intervention studies; the Cochrane Collaboration's tool for assessing risk of bias)</li> <li>• Illustrate the data &amp; conclude overall findings (PRISMA Statement; narratively summarise the data by exploring similarities and differences between studies;</li> </ul>		

	<p>interpreting results; drawing conclusion; limitation at study-level and at review-level; dissemination)</p>
<p><b>Learning outcomes</b></p>	<p><b>Knowledge:</b> By the end of the course student will have an advanced &amp; comprehensive knowledge about reviews by identifying, appraising and synthesizing research- based evidence, and presenting it in a highly structured format. Student knows and understands that systematic reviews are important for researchers, healthcare providers, and policy makers because systematic reviews aim to minimize bias by using explicit, systematic methods. Student knows how to define systematic review and identifies types of review. He/she is aware that the publication of protocol in the Cochrane Database of Systematic Reviews (CDSR) or PROSPERO registry should be done prior to publication of the review. He/she is also aware that systematic reviews seek to collate all evidence that fits pre-specified eligibility criteria in order to address a specific research question. Student knows sources to search and sources of data. He/she defines the review question in accordance with the PICOS model, develops criteria for including studies and tools for assessing quality and risk of bias. Student knows how to provide quantitative and qualitative data interpretation.</p> <p><b>Skills:</b> Student forms the review questions (is able to put a question, clearly state what it concerns, and explain how and why observations will be measured) in accordance with the PICOS model. He/she defines rationale, hypothesizes and methods of reviews. Student plans the search strategy, defines searching methods, manages references, knows how to document and report search process. Student knows what data should be collected, how to create data collection forms and how to extract data from research reports. He/she knows how to assess risk of bias in included studies and provides information of excluded studies with a reason of exclusion. Student prepares a protocol of review in a structured methodology. He/she provides a complete, exhaustive summary of current literature relevant to a posted a priori research question. Students gives an overview about</p>

guidelines of systematic review conducting. He/she critically analyzes data and knows how to interpret meta- analyses.

**Social competence:** Student has a positive approach to gathering knowledge of the studied social science discipline, and building a scientist's work experience. He/she is convinced of the necessity of conducting new systematic reviews and providing updates, because review of existing studies is often quicker and cheaper than embarking on a new study. In addition he/she is aware that systematic reviews of randomized controlled trials are key in the practice of evidence-based medicine. He/she works independently & in a team, which is task-dependent. He/she has the tendency to avoid expressing absolute certainty, where there may be a small degree of uncertainty, and to avoid making over-generalisations, where a small number of exceptions might exist. He/she is critical of the sources that uses. This essentially means questioning what he/she reads and not necessarily agreeing with it just because the information has been published; looks for reasons why he/she should not just accept something as being correct or true.

<b>Course title</b>	<b>Parentification in family subsystems: contexts of lost childhood</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
14.0.2729	winter/ summer	3	15 (hours)
<b>Name of the lecturer and contact</b>	Judyta Borchet, judyta.borchet@ug.edu.pl		
<b>Prerequisites</b>	None		
<b>Course description</b>	<ol style="list-style-type: none"> <li>1. Family roles and social expectations</li> <li>2. Definition, classifications, and consequences of parentification</li> <li>3. Parent-focused parentification</li> <li>4. Sibling-focused parentification</li> <li>5. Cross-cultural contexts of parentification</li> <li>6. Research methods on parentification</li> </ol>		
<b>Learning outcomes</b>	<p>Expanding and consolidating knowledge about the parentification process in the family. The ability to define contextual factors that are related to parentification, ability to understand and explain the mechanisms shaping parentification process, and the consequences of role reversal in the family.</p>		

<b>Course title</b>	<b>Techniques of professional and personal development planning - career coaching</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
14.4.0410	winter	6	30 hours
<b>Name of the lecturer and contact</b>	Anna Chybicka, Ph.D. aneta.chybicka@culture4grow.com		
<b>Prerequisites</b>	none		
<b>Course description</b>	<p>The course provides professional theoretical knowledge, practical skills and social competences to solve problems related to the choice of career paths and the self-development in the perspective of the entire professional and personal life.</p> <p>Students will gain the competencies necessary for career and personal counseling, diagnosis and risk assessment related to specific development goals, they will be able to use career development tools. The aim of the course is to teach students the rules and techniques for planning professional and personal development when working with individual clients. The course teaches how to diagnose client's personal and professional values, how to identify talents and help set developmental goals in accordance with client values and talents, how to create developmental plans using questions, analytical and metaphorical techniques, how to match development planning methods to the client's personality and cognitive preferences, how to help the client maintain high motivation in the process of achieving his/her development goals.</p>		
<b>Learning outcomes</b>	<p>Student knows how to apply the rules and techniques of planning professional and personal development when working with individual clients.</p> <p>Student can diagnose the client's personal and professional values, identify talents and help set development goals in accordance with the career counseling methodology. Student can create development plans with the client, use sets of development questions and support the client in maintaining high motivation in the process of achieving the goal.</p>		



Course title	School readiness		
Course code	Semester	ECTS	Lectures/ classes
14.0.3333	winter	2	15/ (hours)
<b>Name of the lecturer and contact</b>	dr Dorota Dykalska, dorota.dykalska@ug.edu.pl		
<b>Prerequisites</b>	knowledge of basic issues in developmental psychology		
<b>Course description</b>	The aim of the course is to provide practical and theoretical preparation of students for a comprehensive diagnosis of school readiness of a preschool child. The course could be treated like a base of knowledge of a polish education system and also as an introduction for the course "Teaching reading & writing to young learners".		
<b>Learning outcomes</b>	<p>Knowledge</p> <p>A student who has completed the subject</p> <ul style="list-style-type: none"> <li>- can present the various stages of diagnosis of a preschool child</li> <li>- can provide basic diagnostic tools that make up the child psychologist's workshop</li> <li>- knows how to present the principles of preparing psychological opinions based on the tools discussed</li> </ul> <p>Skills</p> <p>A student who has completed the subject</p> <ul style="list-style-type: none"> <li>- formulates psychological opinion on school readiness</li> <li>- organizes and hierarchizes information obtained during the diagnostic process</li> <li>- can fully plan the diagnostic process for the purposes of assessing school readiness</li> </ul>		

	<p>Social competences</p> <p>A student who has completed the subject</p> <ul style="list-style-type: none"><li>- is independent in analyzing the results of individual tests presented in class</li><li>- shows readiness to collect information about the child from various sources</li><li>- presents an attitude of openness to inconsistent data appearing during the analysis of the child's functioning</li><li>- be careful when expressing opinions</li><li>- shows empathy when presenting the diagnosis to parents / formal guardians</li></ul>
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<b>Course title</b>	<b>BRAIN-OLOGY FOR KIDS AND GROWN-UPS - what we know today about human brains</b>		
<b>Course code</b> 5.0.3024	<b>Semester</b> winter	<b>ECTS</b> 2	<b>Classes</b> 20 hours
<b>Name of the lecturer and contact</b>	Michał Daszkiewicz, <a href="mailto:michal.daszkiewicz@ug.edu.pl">michal.daszkiewicz@ug.edu.pl</a>		
<b>Prerequisites</b>	Level B1+ (CEFR) in English		
<b>Course description</b>	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.		
<b>Learning outcomes</b>	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.		

<b>Course title</b>	<b>ENGLISH YOUR POLISH.</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Classes</b>
5.0.3025	winter	2	20 hours
<b>Name of the lecturer and contact</b>	Michał Daszkiewicz, <a href="mailto:michal.daszkiewicz@ug.edu.pl">michal.daszkiewicz@ug.edu.pl</a>		
<b>Prerequisites</b>	Level B1+ (CEFR) in English		
<b>Course description</b>	<p>Throughout the course students are trained in recognizing language that is not really <i>English</i> English, and in applying structures and expressions that appear natural to native language users. Students discuss a range of typical mistakes made by e.g. Poles and become familiar with ways of avoiding them (so as not to fall victims to the so-called fossilization of language). Additionally, the course provides training in linguistic conventions and in constructing native-sounding texts.</p>		
<b>Learning outcomes</b>	<p>1. Knowledge concerning crucial differences between Polish and English. 2. Ability to avoid language that can be viewed as non-English English. 3. Skills in applying the logic of English and in the use of its natural structures and expressions. 4. Awareness of the interference of one's native/first language on the foreign/second language.</p>		

<b>Course title</b>	<b>ENGLISH TED TALKS – DISCUSSING AND PRESENTING</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Classes</b>
5.0.3026	winter	2	20 hours
<b>Name of the lecturer and contact</b>	Michał Daszkiewicz, <a href="mailto:michal.daszkiewicz@ug.edu.pl">michal.daszkiewicz@ug.edu.pl</a>		
<b>Prerequisites</b>	Level B1+ (CEFR) in English		
<b>Course description</b>	<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>		
<b>Learning outcomes</b>	<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>		

<b>Course title</b>	<b>The effectiveness of education and upbringing based on cognitive – behavioural theory</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
5.0.2719	winter	2	20/ (hours)
<b>Name of the lecturer and contact</b>	Justyna Siemionow, email: justyna.siemionow@ug.edu.pl		
<b>Prerequisites</b>	the fundamental knowledge of human developmental psychology		
<b>Course description</b>	<ol style="list-style-type: none"> <li>1. The Cognitive – Behavioural Theory- CBT model.</li> <li>2. Establishing CBT therapeutic alliance in education.</li> <li>3. Psychoeducation: teaching, supporting and motivating.</li> <li>4. Core beliefs – identifying and modifying the source of maladaptive thoughts.</li> <li>5. Automatic thoughts and behavior.</li> <li>6. Question worksheet as an important educational tool.</li> <li>7. The activity monitoring and scheduling as a single technique.</li> <li>8. How to use the CBT model in education: advantages and disadvantages.</li> <li>9. How CBT concept can help us to understand students’/pupils’ psychological problems?</li> <li>10. Innovation in educational work based on CBT.</li> </ol>		
<b>Learning outcomes</b>	<p>The student is able to arrange and conduct simple pedagogical research and he/she can come to conclusions based on cognitive-behavioral theory.</p> <p>Student can design and perform pedagogical activities based on CBT.</p> <p>Student can develop his/her social competences (working in a group).</p>		

Course title	<b>Philosophy of Science</b>		
Course code	Semester	ECTS	Lectures/ classes
8.1.0453	winter	2	30/ (hours)
<b>Name of the lecturer and contact</b>	Patrik Dziurosz-Serafinowicz, patrik.dziurosz-serafernowicz@ug.edu.pl		
<b>Prerequisites</b>	-		
<b>Course description</b>	<p>This course introduces students to the central problems discussed within philosophy of science. What is science and what distinguishes it from “pseudo-science” and other kinds of knowledge? What is the scientific method, and on what basis can it ensure the objectivity of scientific results?</p> <p>How does science explain our observations and experiences? Does scientific knowledge progressively grow in a linear way or is its evolution dominated by radical revolutions? On the whole, the course gives students a robust understanding of how science works. Additionally, we will discuss problems pertaining to the sociology of science, philosophy of probability, and to the philosophy of biology.</p> <p><b>Form of classes:</b> lectures + text analysis and discussion/ group work.</p> <p><b>Assessment:</b> A grade in this course will be awarded on the basis of a final paper (min 5 and max 8 pages) and active participation in the course. The paper should be devoted to one of the topics discussed within this course.</p>		
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Students will gain knowledge about how sciences work.</li> <li>- Students will gain the ability to think critically about the methods of science and the results of science.</li> </ul>		

<b>Course title</b>	<b>Critical Thinking</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
8.1.0351	winter	2	30 (hours)
<b>Name of the lecturer and contact</b>	Artur Szutta wnsasz@ug.edu.pl		
<b>Prerequisites</b>	Ability to communicate in English.		
<b>Course description</b>	<p>The following subjects will be discussed:</p> <ol style="list-style-type: none"> <li>1. Why critical thinking is important.</li> <li>2. What makes a good argument.</li> <li>3. Premises and conclusions.</li> <li>4. Language.</li> <li>5. Various kinds of arguments             <ol style="list-style-type: none"> <li>a. Propositional Arguments</li> <li>b. Categorical Arguments.</li> <li>c. Analogical arguments</li> <li>d. Statistical arguments</li> <li>e. Causal Arguments</li> <li>f. Moral Arguments</li> </ol> </li> </ol> <p>G. W. Rainbolt, S.L. Dwyer, Critical Thinking. The Art of Argument, Wadsworth 2012. A script, written by the lecturer (which will be sent to students for each meeting).</p> <p>The effects will be verified through a series of small tests as well as through interaction with students during the classes.</p>		



<b>Learning outcomes</b>	<p>After the course, students will be able to identify and evaluate arguments. They will also be able to standardize arguments, draw the diagrams, of arguments as well as form arguments of their own.</p> <p>The student knows basic English terminology used within a reflection on critical thinking (K1_W03); knows the criteria of arguments evaluation; knows various kinds of arguments, and various kinds of argumentative fallacies (K1_W09)</p> <p>The student is able to identify, standardize, formulate, and evaluate arguments (K1_U07; K1_U09), as well as formulate counterarguments (K1_U17).</p> <p>The student realizes his or her limitations and is open to new ideas and criticism of his views (K1_K01; K1_K02).</p>
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<b>Course title</b>	<b>Pop nature and pop culture</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
19.0.0028	Winter/summer	1	15/ (hours)
<b>Name of the lecturer and contact</b>	Grzegorz Kapuściński grzegorz.kapuscinski@ug.edu.pl		
<b>Prerequisites</b>	Ability to communicate in English.		
<b>Course description</b>	The purpose of the course is to research various conceptions and problems related to relations between nature and culture in wide cultural context: gender, spatial, power relations, speciesism, relations between human and non-human, etc. Different cases of representation of that relation in popular culture texts are also analysed.		
<b>Learning outcomes</b>	Student has the knowledge about ambiguity and multidimensionality of terms of nature and culture and their arbitrariness. Can seek and analyse a variety of semiotic structures build in texts of popular culture. Can express, argue and defend his/her/their position in discussion.		

<b>Course title:</b>	<b>Lidership and political elites</b>		
<b>Course code:</b> <u>14.1.1101</u>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
	winter	2	15/ (hours)
<b>Name of the lecturer and contact</b>	Jarosław Nocoń jaroslaw.nocon@ug.edu.pl		
<b>Prerequisites</b>	Preliminary knowledge on political science		
<b>Course description</b>	The course covers the basic concepts and terms necessary to describe and explain models of political power structures, analyze the processes of selecting and creating political actors and knowledge about the main elite theories.		
<b>Learning outcomes</b>	advanced knowledge of elite theory, political leadership and structures of political power		

Course title	<b>Gender studies in international perspective</b>		
Course code	Semester	ECTS	Lectures/ classes
14.2.0473	winter	2	30 / (hours)
<b>Name of the lecturer and contact</b>	Magdalena Żadkowska magdalena.zadkowska@ug.edu.pl		
<b>Prerequisites</b>	First year of social studies accomplished		
<b>Course description</b>	<p>Goal: Dissemination of the basic social theories related to gender studies.</p> <p>Program:</p> <ul style="list-style-type: none"> <li>Introduction to Course</li> <li>Biological and Evolutionary Perspectives</li> <li>Cultural Perspective</li> <li>Educational Perspective</li> <li>Social roles and stereotypes</li> <li>Household and second shift task</li> <li>Gender and Communication</li> <li>Gender Issues and Migration</li> <li>Stereotypes of Men and Women in International Perspective</li> <li>Reproductive Rights</li> <li>Health and Gender</li> <li>Gender in Academia</li> </ul>		
<b>Learning outcomes</b>	Becoming familiar with differences connected with playing gendered social roles in different countries, conscious and unconscious gender bias and intergender relations.		

<b>Course title</b>	<b>The Basics of R Programming</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
14.2.0437	winter/ summer	2	30 / (hours)
<b>Name of the lecturer and contact</b>	Maciej Brosz, <a href="mailto:maciej.brosz@ug.edu.pl">maciej.brosz@ug.edu.pl</a>		
<b>Prerequisites</b>	No formal requirements. Basic knowledge of statistics is welcome, but not obligatory. It helps.		
<b>Course description</b>	R language is a powerful and effective tool used by the researchers of many disciplines in the whole world. The programming skills expand the research opportunities and increase the value on labour market. It is worth to try modern approach to data analysis. Interested in making the first steps into data and – then – Big Data analysis, but you are afraid of computers and programming, join this course.		
<b>Learning outcomes</b>	Setting up R environment on your computer. Preparation the environment to work with data and conducting the basic analytic procedures – data transformation, statistical testing, etc. Working with the R code.		

<b>Course title</b>	<b>Qualitative Research in Social Sciences</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
14.2.0472	summer	2	30
<b>Name of the lecturer and contact</b>	Bogna Dowgiałło bogna.dowgiallo@ug.edu.pl		
<b>Prerequisites</b>	A student has to communicate in English with moderate fluency, understands basic sociological terms and theoretical concepts. Can write and present well developed texts, accurately using basic sociological vocabulary.		
<b>Course description</b>	<ol style="list-style-type: none"> <li>1. The quantitative/qualitative distinction</li> <li>2. The characteristics of qualitative study: a goal, sampling, credibility, analysis</li> <li>3. Theoretical approaches: symbolic interactionism, ethnomethodology, phenomenology</li> <li>4. Classical ethnographies: <ul style="list-style-type: none"> <li>- early Chicago School of Sociology</li> <li>- the golden age of qualitative research in the USA (H. Becker, A. Strauss, E. Goffman, L. Lofland)</li> </ul> </li> <li>5. Qualitative research in social sciences: when sociology meets psychology, linguistics, health studies, geography and pedagogy</li> </ol>		
<b>Learning outcomes</b>	A student is familiar with the most important studies and key methodologies used in qualitative research.		

<b>Course title</b>	<b>Behavioral addictions – theory, research, current clinical status and interventions</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
14.4.0295	summer	5	30/ (hours)
<b>Name of the lecturer and contact</b>	Paweł A. Atroszko p.atroszko@ug.edu.pl		
<b>Prerequisites</b>	ability to communicate in and comprehend English.		
<b>Course description</b>	<ul style="list-style-type: none"> <li>• Theoretical background of behavioral addictions: similarities and differences with substance addictions</li> <li>• Different behavioral addictions: pathological gambling, food addiction, video game addiction, internet addiction, social networking sites addiction (Facebook), work addiction, study addiction, sex addiction, love addiction, shopping addiction, pornography addiction, exercise addiction.</li> <li>• Operational definitions of behavioral addictions and measurement issues</li> <li>• Behavioral addictions, stress and emotion regulation</li> <li>• Potential causes of behavioral addictions, including genetic and environmental risk factors, with special focus on personality</li> <li>• Gender differences in addictive behaviors</li> <li>• Consequences of behavioral addictions – deteriorated psychosocial functioning</li> <li>• Behavioral addictions and cognitive processes: attention, memory, critical thinking</li> <li>• Neuroscience of behavioral addictions: brain correlates and physiological changes</li> <li>• Current clinical status of different behavioral addictions</li> <li>• Preventive and therapeutic interventions for behavioral addictions</li> </ul>		

<p><b>Learning outcomes</b></p>	<p>During the course students will learn about theoretical background of behavioral addictions and current relevant research, including similarities and differences with substance addictions.</p> <p>Learning about behavioral addictions will allow students to develop broad knowledge and raise awareness about the nature of behavioral addictions, including the variety of different behaviors which may be problematic and specificity of different potential behavioral addictions.</p> <p>During the course students will learn definitions and symptoms of different behavioral addictions, and issues related to their assessment, as well as basic issues related to designing research projects concerning behavioral addictions.</p> <p>Students will learn about basics of biological and psychological mechanisms underlying addiction, including emotion regulation/stress coping, cognitive processes, brain correlates, and physiological changes related to addictive behaviors.</p> <p>Students will learn about the relationship between behavioral addictions and emotional regulation in the context of stress reactions.</p> <p>Students will learn about the potential causes of different behavioral addictions, including gender differences in addictive behaviors.</p> <p>Students will learn about consequences of behavioral addictions for psychosocial functioning.</p> <p>Students will learn about interventions for addictive behaviors, including spirituality based interventions.</p> <p>Through practical exercise of developing a project of workshops/trainings connected to behavioral addictions and created for a specific group of people, or a research project, students will have opportunity to apply learned knowledge and skills in designing solutions for real life problems.</p>
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Course title	<b>Cultural adaptation training - effective work in multicultural settings</b>		
Course code	Semester	ECTS	Lectures/ classes
14.0.3604	summer	3	15/ (hours)
<b>Name of the lecturer and contact</b>	Natasza Kosakowska-Berezecka, <a href="mailto:natasza.kosakowska@ug.edu.pl">natasza.kosakowska@ug.edu.pl</a>		
<b>Prerequisites</b>	Preconditions: ability to communicate in and comprehend English (if you understand 70% of the description of the course you can freely attend this course).		
<b>Course description</b>	<p>During the course students will look at different issues concerning diversity: cultural, gender, national differences and norms and how they affect our functioning in different cross-cultural situations. One of such situations involves being an Erasmus student. But not only - how to incorporate important diversity issues within an organization/group/team/class?</p> <p>What can become more visible when different cultures meet are communication problems. Then a question arises: how to deal with them when they appear and how to prevent communication conflicts from escalating? Issues of culture and diversity have started to be of great importance in many global European institutions and organizations (e.g. companies).</p> <p>During a practical workshop a multicultural group consisting of students from Poland and our guest students from Erasmus program will have a chance to summarize their experience being abroad and use the knowledge in their future professional career.</p>		
<b>Learning outcomes</b>	<p>After this course you will gain knowledge on:</p> <ul style="list-style-type: none"> <li>• Work styles and communication norms in different cultures</li> <li>• Practical cultural dimensions- cultural keys and its use when contacting representatives from different cultures</li> </ul>		

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|  | <ul style="list-style-type: none"><li>• Conflict – its origins and solving strategies in multicultural settings</li><li>• Practical adaptation models – stages, problems, opportunities</li><li>• Psychological counseling in the cultural adaptation processes</li><li>• Train the trainers – basics of group processes and training planning</li></ul> |
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Course title	<b>Health &amp; Wellbeing</b>		
Course code	Semester	ECTS	Lectures/ classes
14.4.0469	summer	5	30/ (hours)
<b>Name of the lecturer and contact</b>	Agata Rudnik (agata.rudnik@ug.edu.pl)		
<b>Prerequisites</b>	None		
<b>Course description</b>	<p>Course contents:</p> <ol style="list-style-type: none"> <li>1. Mental, emotional, social and physical wellbeing</li> <li>2. Stress, pain, fatigue and how to effectively cope with (stress management and introduction to mindfulness, biofeedback and relaxation training)</li> <li>3. Healthcare and chronic illness (the recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems)</li> <li>4. Psychoneuroimmunology</li> <li>5. Food and health (factors underlying health habits and lifestyles)</li> <li>6. Relationships and sexual health (including cultural context)</li> <li>7. Ageing</li> <li>8. Planning for choices and changes, biggest challenges (promoting good health and preventing illness; alcohol abuse, smoking, painkillers, obesity...)</li> <li>10. Effective research practice (quantitative and qualitative research methods – interpretative phenomenological analysis IPA as an example of methodology)</li> </ol>		

	<p>The course content and the syllabus is based on guidelines established by the Society for Health Psychology - Division of Health Psychology of the American Psychological Association (APA).</p>
<b>Learning outcomes</b>	<p>The emphasis on this course is on learning how health is affected by the psychological condition of individuals of all ages and how to improve mental, emotional, social and physical wellbeing. Both mental and medical care will be included. The program is designed to establish a pattern and skills to pursue a lifestyle which will help to promote the health and wellbeing of the next generation. Students will also have the unique opportunity to develop and combine habits and strategies in the cooperation with academic and business environment. The last part of the course is devoted to research practice</p>

Course title	<b>Mindfulness – theory, research and practical applications</b>		
Course code	Semester	ECTS	Lectures/ classes
14.4.0296	summer	5	30/ (hours)
<b>Name of the lecturer and contact</b>	Paweł A. Atroszko p.atroszko@ug.edu.pl		
<b>Prerequisites</b>	ability to communicate in and comprehend English.		
<b>Course description</b>	<ul style="list-style-type: none"> <li>• Theoretical background of mindfulness, and meditation traditions</li> <li>• Operational definitions of mindfulness and measurement issues</li> <li>• Mindfulness, stress and emotion regulation</li> <li>• Mindfulness and cognitive processes: attention, memory, critical thinking</li> <li>• Neuroscience of mindfulness: brain correlates and physiological changes</li> <li>• Mindfulness and (self-)acceptance, (self-)compassion, empathy, forgiveness and love</li> <li>• Mindfulness and health and well-being</li> <li>• Mindfulness and addictions</li> <li>• Mindfulness, marriage and personal relationships</li> <li>• Applications of mindfulness: clinical settings, education, workplace, prisons, seniors, adolescents and children, army, sport, parenting, health professions, quality of life interventions, stress reduction</li> <li>• Philosophical ramifications of mindfulness</li> </ul>		
<b>Learning outcomes</b>	During the course students will learn about theoretical background of mindfulness practice and current relevant research, as well as will have opportunity to learn and practice basic mindfulness exercises and techniques throughout the course, including breathing exercises, body scan, mindful observation, listening, walking and talking, unfamiliarizing known objects, training senses etc. Training mindfulness will allow students to develop positive attitude towards this practice via personal experience.		

During the course students will learn definition of mindfulness and issues related to its assessment, including multidimensional psychometric tools for measuring different facets of dispositional mindfulness, as well as basic issues related to designing research projects about mindfulness.

Students will learn about basics of biological and psychological mechanisms underlying mindfulness, with special focus on cognitive processes, brain correlates, and physiological changes appearing with short and long term mindfulness practice.

Students will learn about the relationship between mindfulness and emotional regulation in the context of stress reactions.

Students will learn about the relationship between mindfulness and health and well-being.

Students will learn about vast areas of practical applications of mindfulness from clinical settings and prisons to education and workplace, and from parenting, marriage and personal relationships to improving sport performance.

Students will learn about basics of philosophical ramifications of mindfulness in western and eastern traditions.

Through practical exercise of developing a project of workshops/trainings connected to mindfulness and created for a specific group of people, students will have opportunity to apply learned knowledge and skills in designing solutions for real life problems.

<b>Course title</b>	<b>Siblings and siblings relationships</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
14.4.0470	summer	3	15 (hours)
<b>Name of the lecturer and contact</b>	Judyta Borchet, judyta.borchet@ug.edu.pl		
<b>Prerequisites</b>	None		
<b>Course description</b>	<ol style="list-style-type: none"> <li>1. Sibling subsystem: constellation, sibship number, birth order, gender, age range</li> <li>2. Sibling relationships during lifespan – from the cradle to the grave</li> <li>3. Processes related to sibling relationship: support, rivalry, loyalty, (de)identification</li> <li>4. Becoming a sibling – from a crisis to development</li> <li>5. Sibling relationships in the context of chronic diseases and disabilities</li> <li>6. Sibling-focused parentification</li> <li>7. Siblings in cross-cultural context</li> <li>8. Research methods for studying siblings</li> </ol>		
<b>Learning outcomes</b>	<p>Deepening and consolidating knowledge about relations in siblings. The ability to define concepts and to understand and explain the psychological mechanisms underlying relationships between siblings.</p>		

<b>Course title</b>	<b>Teaching reading &amp; writing to young learners</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
<u>14.0.0537</u>	summer	3	15/ (hours)
<b>Name of the lecturer and contact</b>	dr. Marta Łockiewicz, marta.lockiewicz@ug.edu.pl		
<b>Prerequisites</b>	none		
<b>Course description</b>	<p>The aim of the course is to present Marta Bogdanowicz's Good Start Method, stemming from the multisensory approach to instruction. By the end of the course student will have gained: basic theoretical and practical knowledge about early education, literacy instruction, and the Good Start Method; the skill of planning and holding GSM sessions.</p> <p>Content areas</p> <ul style="list-style-type: none"> <li>• Theoretical bases (early literacy instruction, multisensory learning and instruction, methodology of working with young learners, early development support),</li> <li>• the origins of GSM, the assumptions, structure and sessions planning of, adjustment to various age groups;</li> <li>• practical activities</li> </ul> <p>Assessment criteria: written assignment: GSM session plan (factual correctness, originality and correctness of suggested solutions, attractiveness for children); extra points to gain/lose: active class participation (engagement in practical activities, discussions), attendance</p>		
<b>Learning outcomes</b>	<p>By the end of the course the students will have gained:</p> <ul style="list-style-type: none"> <li>• a knowledge of English terminology and concepts concerning early education,</li> </ul>		



	<p>literacy instruction, and the Good Start Method used in psychology and related disciplines on an advanced level.</p> <p>Student defines concepts related to early literacy instruction. Student knows the rules of organising psychological and educational help for children at risk of developmental dyslexia. Student knows selected nursery rhymes and games for preschoolers and primary school students; knows and understands the methodology of early literacy instruction.</p> <p>Student is able to use and integrate theoretical knowledge within the area of psychology and related disciplines (widely understood education) in order to analyse complex psychological, educational, or therapeutic problems; to diagnose and design practical actions for children at risk of dyslexia (intervention).</p> <p>Student is able to prepare and hold sessions in accordance with the assumptions and structure of Marta Bogdanowicz's Good Start Method.</p> <p>Student:</p> <ul style="list-style-type: none"><li>Identifies with values, aims, and tasks carried out in psychological practice;</li><li>Is sensible, mature, and engaged in designing, planning, and implementing psychological actions, especially those intended for children at risk of dyslexia (intervention);</li><li>Is careful/critical about expressing opinions;</li><li>Works independently and in a group;</li><li>Is creative in problem solving.</li></ul>
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<b>Course title</b>	<b>The psychology of language</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
<u>14.4.0457</u>	summer	3	15/ (hours)
<b>Name of the lecturer and contact</b>	dr. Marta Łockiewicz, marta.lockiewicz@ug.edu.pl		
<b>Prerequisites</b>	none		
<b>Course description</b>	<p>The aim is to instruct students about the bases of psycholinguistics. The students can learn about theory on language and communication.</p> <p>What is language?</p> <p>Biological bases of language</p> <p>Grammar: morphology, syntax, semantics, phonetics</p> <p>Assessment criteria:</p> <p>acquiring at least half points possible to score in: a written test with single choice questions, 1 short written assignment, extra points to gain/lose: active class participation (discussions, in-class assignments)</p>		
<b>Learning outcomes</b>	<p>Students have a basic knowledge about biological bases of human communicative behaviours; they define the concepts: grammar, phonetics, morphology, syntax, pragmatics, and semantics.</p> <p>Students can use and integrate theoretical knowledge in the field of psychology and related fields (especially linguistics) in order to examine psychological problems related to language.</p> <p>Students are cautious/self-conscious when wording their opinions.</p>		

Course title	<b>International Relations Theory</b>		
Course code	Semester	ECTS	Lectures/ classes
14.1.1090	winter/ <b>summer</b>	3	30/ (hours)
<b>Name of the lecturer and contact</b>	dr Wojciech Grabowski, wojciech.grabowski@ug.edu.pl		
<b>Prerequisites</b>	History of International Relations		
<b>Course description</b>	<p>The aim of the "Theories of International Relations" lectures is to familiarize students with the main theories of international relations and their usefulness in the analysis of international politics.</p> <p>During the course we will refer to political and international events that confirm the assumptions of the theory of international relations.</p>		
<b>Learning outcomes</b>	<p>After completing the course, students will be able to combine the theory of international relations with the practice of international life and understand the causes and evolution of contemporary international politics.</p>		

<b>Course title</b>	<b>Love, relationships and masculinity in African migrations</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
14.2.0478	summer	2	30 (hours)
<b>Name of the lecturer and contact</b>	Magdalena Brzezińska magdalena.brzezinska@ug.edu.pl		
<b>Prerequisites</b>	Ability to communicate in English.		
<b>Course description</b>	<ol style="list-style-type: none"> <li>1. The romantic love ideal (Europe, Brazil, Africa).</li> <li>2. Polyamoric relationships and romance in Guinea-Bissau</li> <li>3. Sex, sexuality, negotiating Africanness and masculinity in Kenya</li> <li>4. Migration, the modern male rite of passage (Guinea-Bissau)</li> <li>5. Gender and Migration. The gendered geographies of power (worldwide)</li> <li>6. Visa problem. Migration restrictions and kin relationships (the Gambia)</li> <li>7. Village – city – Europe. Modernity and dreams of migration in Africa (Guinea-Bissau)</li> <li>8. Quest for 'luck'. Fortune, male destiny and migration (the Gambia)</li> <li>9. To Europe via the Beach. Men's relationships with tourists as a migration strategy (the Gambia, Senegal, Guinea-Bissau, Kenya)</li> <li>10. Transactional love, patronage and female migration (Mozambique)</li> <li>11. Sex, money, and intergenerational transformation (Madagascar)</li> <li>12. Hegemonic and Subordinated Masculinities (Mozambique)</li> <li>13. Transcontinental polygamy and hegemonic masculinity (Guinea-Bissau, Kenya, Nigeria)</li> <li>14. Transnational family: status of the migrant and long-distance family ties (Guinea-Bissau, the Gambia)</li> <li>15. Gender and Extramarital Sex (Nigeria)</li> </ol>		
<b>Learning outcomes</b>			

<b>Course title</b>	<b>The challenges for men &amp; women in XXI century</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
14.2.0505	summer	2	30 / (hours)
<b>Name of the lecturer and contact</b>	Magdalena Żadkowska, Radosław Kossakowski		
<b>Prerequisites</b>	First year of social studies accomplished		
<b>Course description</b>	<p>Gender in World Perspective            Gender stereotypes and prejudices across cultures            Manhood across cultures            Womanhood across cultures            Contemporary intimate relations            Labour market and gender            The role and significance of gender in the field of Science, Technology, Mathematics &amp; Medicine            Men, women &amp; sport            Policies regarding men and women</p>		
<b>Learning outcomes</b>	<p>The aim of the course is to develop and deepen the knowledge of contemporary challenges for men and women. During the course, students will learn about the latest literature on the subject - both dedicated to the theory and empirical research, related to the socio-cultural determinants of being a woman and a man. The educational aim will be to acquire the competences of critical thinking in the context of culturally defined gender differences.</p>		

Course title	Subjectivity - human and post-human		
Course code	Semester	ECTS	Lectures/ classes
14.0.3546	summer	2	20/ (hours)
<b>Name of the lecturer and contact</b>	Prof. Tomasz Szkudlarek; email tomasz.szkudlarek@ug.edu.pl		
<b>Prerequisites</b>			
<b>Course description</b>	<ul style="list-style-type: none"> <li>- Theories of identity and subjectivity for education and cultural studies (e.g. Hegel, Marx, Freud, Lacan, Ricoeur, Laclau...)</li> <li>- Humanistic pedagogy vs. “the end of Man” in contemporary theory</li> <li>- Consciousness and the unconscious: Can psychoanalysis “work” on the posthuman?</li> </ul> <p style="text-align: center;">EXEMPLARY CULTURAL REPRESENTATIONS:</p> <ul style="list-style-type: none"> <li>- <i>Dead Ringers</i> (film by David Cronenberg): The body and the self</li> <li>- <i>The Mask</i> (Short story by Stanisław Lem): Gender and robotic subjectivity</li> <li>- <i>Westworld</i> (HBO series): How one becomes (in)human</li> <li>- <i>Bladerunner</i> (Ridley Scott’s film): Machines as political subjects</li> </ul>		
<b>Learning outcomes</b>	<p>K_W09 (P7U_W): Students have knowledge on cultural conditions of educational processes</p> <p>K_W06 (P7U_W, P7S_WG): Students understand contemporary knowledge on human subjectivity and are aware of the challenges related to developments of modern technology</p>		

Course title	<b>Solidarity</b>		
Course code	Semester	ECTS	Lectures/ classes
14.0.3547	summer	3	20 hours
<b>Name of the lecturer and contact</b>	Maria Mendel <a href="mailto:maria.mendel@ug.edu.pl">maria.mendel@ug.edu.pl</a> Marcin Boryczko <a href="mailto:marcin.boryczko@ug.edu.pl">marcin.boryczko@ug.edu.pl</a>		
<b>Prerequisites</b>	Reading basic, recommended literature. Preparing a poster illustrating the student's project ( <i>Solidarity: contemporary meanings, my understandings</i> ) and the written agenda of the 10-minutes student's speech initializing the discussion around the project. Participation in the classes (minimum required to pass the course: 70%)		
<b>Course description</b>	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 <i>conditio sine qua non</i> 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.
<b>Learning outcomes</b>	<p>K_W07: Students understand the nature of social bonds and their significance for education and learning.</p> <p>K_U05: Students can present their ideas, doubts or suggestions while observing ethical values, and to support their ideas with rational arguments related to academic knowledge.</p> <p>K_U08: Students can apply theoretical knowledge in analysing practical issues</p> <p>K_K08: Students are ready to act responsibly for the promotion of social equity and solidarity.</p>



<b>Course title</b>	<b>Work &amp; Popular Culture: emancipations of late capitalism era</b>		
<b>Course code</b>	<b>Semester</b>	<b>ECTS</b>	<b>Lectures/ classes</b>
5.0.2928	summer	3	20 (hours)
<b>Name of the lecturer and contact</b>	Piotr Stańczyk piotr.stanczyk@ug.edu.pl		
<b>Prerequisites</b>			
<b>Course description</b>	<p>(1) Work &amp; 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?</p>		
<b>Learning outcomes</b>	<p>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.</p>		

Course title	Social Media		
Course code	Semester	ECTS	Lectures/ classes
5.0.2929	summer	2	20/ (hours)
<b>Name of the lecturer and contact</b>	Michalina Rutka michalina.rutka@ug.edu.pl		
<b>Prerequisites</b>	English level min. B2		
<b>Course description</b>	<p>Basics of netnography</p> <p>2. Phenomenon of digital photography – privacy made public</p> <p>3. Idealized reality in blogs and its social impact on real world</p> <p>4. Self-stories expressed online – mimesis of the XXI century among the adolescents</p> <p>5. Building community in virtual realms</p> <p>Presence 30% - active participation during the classes; 30% - group project; 40% - active participation of each member, collaboration within the group</p>		
<b>Learning outcomes</b>	<p>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.</p> <p>K_W07 – knows different social bonds and understands their internal regulations which are important from the educational point of view</p>		

	<p>K_W09 – knows and understands cultural background of educational processes K_W13 – knows and understands different educational environments and processes happening in</p> <p>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)</p> <p>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</p>
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Course title	<b>Picturebook</b>		
Course code	Semester	ECTS	Lectures/ classes
5.7.0242	summer	2	15/ (hours)
<b>Name of the lecturer and contact</b>	Małgorzata Cackowska		
<b>Prerequisites</b>	English level –min. B2		
<b>Course description</b>	<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.</p> <p>Content:</p> <p>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.)</p> <p>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)</p> <p>3/ Analysis of the thematic content of contemporary picturebooks (taboo, gender stereotypes, power relations), analysis of challenging and controversial picturebooks</p>		

	4/ Analysis the meaning of the formal aspects of picturebooks (aesthetics of artistic and mass production) for developing visual literary skills
<p><b>Learning outcomes</b></p> <p>P7U_U P7S_UW P7U_W P7S_WG P7U_U P7S_UW P7U_K P7S_KK P7U_K P7S_KR</p>	<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.</p> <p>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.</p> <p>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>