

Title:	Discourses on higher education
Lecture hours:	15
Study period: (summer/winter)	summer
Number of credits:	
Assessment methods:	Essay/ critical text analysis
Language of instruction:	English
Prerequisites:	English Level B1
Course content:	<ol style="list-style-type: none"> 1) Studies in discourse as a theory and method; 2) Discourse analysis and its empirical applications in the field of higher education; 3) Discursive inquiry into a diversity of higher education in Poland and Europe.
Learning outcomes:	<ol style="list-style-type: none"> 1) Students will be exposed to the knowledge on: a concept of discourse, theoretical trends and research methods applied in discourse analysis; 2) Students will be able to differentiate the topics and approaches in the field of higher education studies; 3) Students will be able to explore dilemmas related to higher education in Poland and Europe.
Name of lecturer:	PhD Helena Ostrowicka, associate professor
Contact (email address):	hostrowicka@ukw.edu.pl
Literature:	<ol style="list-style-type: none"> 1. Ostrowicka H. (2020). Economization of discourse on education and pedagogization of economic problems: media debate on higher education reform in Poland. "Discourse: Studies in the Cultural Politics of Education" https://doi.org/10.1080/01596306.2020.1811957 2. Ostrowicka H., Stankiewicz Ł., The Truths of Business and the Lies of Academia: The Order of Discourse on Higher Education in Poland, „Higher Education Research & Development” 2019, Vol. 38, p. 609–622. 3. Smith K., Critical Discourse Analysis and Higher Education Research, in: Theory and Method in Higher Education Research, eds. J. Huisman, M. Tight, „International Perspectives on Higher Education Research” 2013, Vol. 9, p. 61–72. 4. Sousa S. B., Magalhães A. Discourse Analysis in Higher Education Research, in: Theory and Method in Higher Education Research, eds. J. Huisman, M. Tight “International Perspectives on Higher Education Research, Vol. 9, 2014, p. 81–96. 5. Spychalska-Stasiak J., Ostrowicka H. (2020). Continuity and change: the academic teacher-student relationships in the discourse on the higher education reform in Poland. “The Qualitative Report”, 25 (13), 31-55.