Akademia Humanistyczno Ekonomiczna w Łodzi

2026-2027

ACADEMIC OFFER

COGNITIVE SCIENCE

COGNITIVE SCIENCE

Language: **English** | Winter **2026-2027** | **Cognitive Science Master**

1ST YEAR / 1ST SEMESTER

Cognitive Linguistics	lecture + exercises
Linguistic and cultural aspects of cognitive processes	lecture + exercises
Ethnolinguistics	lecture + exercises
Main Development Trends and Methodology in Linguistics	lecture + exercises
Philosophy of Mind	lecture + exercises
Philosophical Models of the Mind	lecture + exercises
Philosophy Science	lecture + exercises
Epistemology	lecture + exercises
Philosophy of Perception	lecture + exercises
Research Methods in Cognitive Science	lecture
Introduction to Cognitive Science	exercises
History of Cognitive Science	exercises
Cognitive Neuroscience	project
Neuropsychology	project

COGNITIVE SCIENCE

Language: **English** | Winter **2026-2027** | **Cognitive Science Master**

2ND YEAR / 3RD SEMESTER

Natural Language Processing (I)	lecture + exercises
Application of linguistic corpora in cognitive linguistics (I)	exercises
The issue of free will and determinism in culture (I)	lecture + exercises
Metaphysics of Personal Identity	lecture + exercises
Language Games in Communication	lecture + exercises
Human-Computer Interface	workshops
Mind and Society	project
Culture and Personality	project
Process Mapping	workshops
Manipulation Theory	project

Cognitive Linguistics I

lecture

3 ECTS

Teaching methods	lecture / didactic discussion / classic problem method
Method of verifying education	exam / assignments / activity during classes

OBJECTIVES

A presentation of cognitive linguistics as an interdisciplinary approach to the study of language, combining linguistics with cognitive sciences. A discussion of the basic assumptions of cognitive linguistics, including the relationship between language and thought. A presentation of methods for analyzing language in light of the cognitive model of cognition, such as the analysis of conceptual metaphors, prototypes, and image schemas. An application of cognitive linguistics theory to the interpretation of linguistic and cultural differences and their impact on cognitive processes.

COURSE CONTENT

- Introduction to cognitive linguistics. The history and theoretical foundations of cognitive linguistics. The relationship between language and thinking.
- Conceptualization in language. Mechanisms of conceptualization and their reflection in linguistic structures. Prototype theory and linguistic categorization.
- Conceptual metaphors and image schemas. The role of metaphors in cognition and communication. Analysis of image schemas in language.
- Language, culture, and cognition. The influence of language on perception. Cultural differences in the conceptualization of space, time, and emotion.
- Research methods in cognitive linguistics. Corpus-based research in the analysis of metaphors and schemas. Experimental methods for studying the language-cognition relationship.
- Applications of cognitive linguistics. Interpreting cultural differences in linguistic contexts. Applying cognitive theories to translation and language education.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the concepts and assumptions of cognitive linguistics, including theories on metaphors, image schemas and conceptualization.
- Understands the relationships between linguistic structures and cognitive processes.
- Knows the influence of language on the way we perceive the world and differences in conceptualization.

In terms of skills:

- The student is able to analyse language in a cognitive context, identifying conceptual metaphors and image patterns in texts.
- Is able to conduct linguistic analysis taking into account cultural and cognitive aspects.
- Is able to apply knowledge of cognitive linguistics in interdisciplinary research and in practical applications such as translation and intercultural communication .

In terms of social competencies:

- The student understands the importance of language in shaping cultural and social identity.
- Appreciates the interdisciplinary nature of language research and its importance for a better understanding of cognitive processes.
- Able to collaborate effectively in a research team, sharing knowledge and analyzing data in the context of cognitive linguistics.

Cognitive Linguistics I

exercises

3 ECTS

Teaching methods	didactic discussion / problem-solving method / individual and group work
Method of verifying education	project / assignments / activity during classes

OBJECTIVES

A presentation of cognitive linguistics as an interdisciplinary approach to the study of language, combining linguistics with cognitive sciences. A discussion of the basic assumptions of cognitive linguistics, including the relationship between language and thought. A presentation of methods for analyzing language in light of the cognitive model of cognition, such as the analysis of conceptual metaphors, prototypes, and image schemas. An application of cognitive linguistics theory to the interpretation of linguistic and cultural differences and their impact on cognitive processes.

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- The student understands the importance of language in shaping cultural and social identity.
- Appreciates the interdisciplinary nature of language research and its importance for a better understanding of cognitive processes.
- Able to collaborate effectively in a research team, sharing knowledge and analyzing data in the context of cognitive linguistics.

Linguistic and Cultural Aspects of Cognitive Processes

lecture

3 ECTS

Teaching methods	lecture / didactic discussion / problem-solving
Method of verifying education	exam / colloquium /written assignments / activity during classes

OBJECTIVES

A presentation of the influence of language on shaping cognitive processes and the perception of reality in various cultures. A discussion of the connections between culture, language, and thinking in light of contemporary ethnolinguistic theories and research on the linguistic worldview. Students are introduced to methods of linguistic and cultural analysis in the context of cognitive processes.

COURSE CONTENT

- Introduction to ethnolinguistics. Definitions and basic assumptions of ethnolinguistics. Relationships between language, culture, and thought.
- The linguistic worldview. The Sapir- Whorf hypothesis : strong and weak versions. Shaping the perception of reality through language.
- Ethnolinguistic research. Comparative analysis of languages across cultures. Research methods: fieldwork, corpus analysis.
- Cognitive processes and culture. The influence of culture on memory, perception, and thinking. The role of narrative and cultural symbols in shaping cognition.
- The interdisciplinarity of ethnolinguistics. Connections with anthropology, psychology, and cognitive science. The influence of ethnolinguistic research on the development of the social sciences and humanities.
- Application examples. Linguistic and cultural aspects of cognitive processes in practice (case studies). The importance of ethnolinguistics in the analysis of multicultural social environments.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows ethnolinguistic theories and understands how language influences cognitive processes in different cultures.
- Knows concepts such as the linguistic worldview, the Sapir- Whorf hypothesis , and mechanisms of culturally conditioned thinking.

In terms of skills:

- The student is able to analyze linguistic expressions in terms of their cultural and cognitive meaning.
- Is able to critically evaluate ethnolinguistic research and apply acquired skills in interdisciplinary research projects.

In terms of social competencies:

- The student develops cultural sensitivity, the ability to work in intercultural teams and the ability to communicate effectively in various social contexts.
- Is open to diversity and ready to deepen his knowledge of the relationship between language and culture.

Linguistic and Cultural Aspects of Cognitive Processes

exercises

3 ECTS

Teaching methods	didactic discussion / problem-solving / individual and group work
Method of verifying education	project / written assignments / activity during classes

OBJECTIVES

A presentation of the influence of language on shaping cognitive processes and the perception of reality in various cultures. A discussion of the connections between culture, language, and thinking in light of contemporary ethnolinguistic theories and research on the linguistic worldview. Students are introduced to methods of linguistic and cultural analysis in the context of cognitive processes.

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- Introduction to ethnolinguistics. Definitions and basic assumptions of ethnolinguistics. Relationships between language, culture, and thought.
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In terms of knowledge:

- The student knows ethnolinguistic theories and understands how language influences cognitive processes in different cultures.
- Knows concepts such as the linguistic worldview, the Sapir- Whorf hypothesis , and mechanisms of culturally conditioned thinking.

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- The student is able to analyze linguistic expressions in terms of their cultural and cognitive meaning.
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In terms of social competencies:

- The student develops cultural sensitivity, the ability to work in intercultural teams and the ability to communicate effectively in various social contexts.
- Is open to diversity and ready to deepen his knowledge of the relationship between language and culture.

Ethnolinguistics

lecture

3 ECTS

Teaching methods	problem-based lectures / didactic discussion / analysis of scientific texts and empirical materials
Method of verifying education	exam / colloquium / written assignments / activity during classes

OBJECTIVES

To present ethnolinguistics as an interdisciplinary field of research combining linguistics, cultural anthropology, and cognitive science. To discuss the relationship between language, culture, and cognitive processes in various societies. To present key concepts of ethnolinguistics, such as the linguistic worldview, cultural stereotype, cultural concept, and cognitive categorization. To develop skills in analyzing language as a carrier of cultural and social knowledge . To introduce ethnolinguistic research methods and their applications in cognitive science.

COURSE CONTENT

- Ethnolinguistics as a field of research – origins, scope, basic assumptions.
- Language and culture – the relationship between the linguistic system and cultural experience.
- Linguistic image of the world – definition, structure, examples of analysis.
- Conceptualization and categorization in language – cognitive and cultural perspectives.
- Stereotypes, metaphors and cultural symbols in language.
- Narrative, myth and story as forms of organizing cognitive experience.
- Ethnolinguistic research methods: semantic, corpus, qualitative analysis.
- Ethnolinguistics and cognitive science – applications in the study of the mind.
- Examples of empirical research from various cultural backgrounds.
- Critical perspectives and contemporary directions of development of ethnolinguistics.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows the theories and concepts of ethnolinguistics and their place within cognitive sciences.
- Understands the relationship between language and culture and its impact on cognitive processes.
- Knows the concept of the linguistic worldview and can indicate its research applications.
- Has knowledge of ethnolinguistic research methods and their limitations

In terms of skills:

- Is able to analyze linguistic texts in terms of their cultural and cognitive content.
- Is able to identify and describe culturally conditioned linguistic concepts.
- Is able to apply the tools of ethnolinguistics to analyze empirical material (texts, narratives, linguistic data).
- Is able to critically interpret the results of research on the borderline of linguistics and anthropology.

In terms of social competencies:

- Is aware of cultural differences in ways of thinking and communicating.
- Demonstrates sensitivity to linguistic and cultural differences in social and research contexts.
- Is able to work in a group to analyze linguistic and cultural phenomena.
- Is aware of the importance of ethical aspects of research on language and culture.

Ethnolinguistics

exercises

3 ECTS

Teaching methods	problem-based lectures / didactic discussion / individual and group work / case study
Method of verifying education	written assignments / activity during classes

OBJECTIVES

To present ethnolinguistics as an interdisciplinary field of research combining linguistics, cultural anthropology, and cognitive science. To discuss the relationship between language, culture, and cognitive processes in various societies. To present key concepts of ethnolinguistics, such as the linguistic worldview, cultural stereotype, cultural concept, and cognitive categorization. To develop skills in analyzing language as a carrier of cultural and social knowledge . To introduce ethnolinguistic research methods and their applications in cognitive science.

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- Is aware of the importance of ethical aspects of research on language and culture.

Main Development Trends and Methodology in Linguistics

lecture

3 ECTS

Teaching methods	lecture / didactic discussion / classical problem method
Method of verifying education	exam / assignments / activity during classes

OBJECTIVES

A presentation of the most important developments in contemporary linguistics, including traditional and modern research approaches. A discussion of research methods used in linguistics, including corpus analysis, psycholinguistic research, and experimental methods. A presentation of the connections between linguistics and other cognitive sciences, such as cognitive psychology, neuroscience, and anthropology. The application of linguistic methodology in interdisciplinary research, including research design and analysis of results.

COURSE CONTENT

- An introduction to linguistics and its development. The history of linguistics: from structuralism to contemporary cognitive theories. Key research questions in linguistics.
- Theoretical approaches in linguistics. Structuralism, generativism, functional linguistics. Cognitive linguistics: assumptions and methods.
- Linguistic Research Methodology. Corpus Analysis: Tools, Techniques, Applications. Experimental Methods: Research Design, Data Analysis.
- Linguistics and the cognitive sciences. The connections between language, thinking, perception, and memory. The role of neuroscience in language research.
- Contemporary Trends in Linguistics. Cross-cultural Research and Multilingualism. Applications of Artificial Intelligence in Linguistic Research.
- Practical applications of linguistics. Discourse analysis, intercultural communication, translation. Linguistics in education and technology.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the most important directions of development in contemporary linguistics, including structural, functional and cognitive approaches.
- Understands the principles of applying research methods in linguistics and their importance in interdisciplinary language research, and is familiar with specialized terminology.
- Has knowledge of the relationship between language and other cognitive and socio-cultural processes.

In terms of skills:

- The student is able to analyze scientific texts on linguistics and critically assess their substantive value.
- Is able to design linguistic research using appropriate methods, such as corpus analysis or psycholinguistic experiments.
- Can integrate the results of linguistic research with data from other fields of cognitive science.

In terms of social competencies:

- The student is aware of the importance of linguistic research for a better understanding of interpersonal communication and cognitive processes.
- Appreciates the interdisciplinary approach to language research and its role in the development of science.
- Is able to collaborate in a research team, engaging in the analysis and presentation of research results.

Main Development Trends and Methodology in Linguistics

exercises

3 ECTS

Teaching methods	didactic discussion / classical problem method / individual and grouo work
Method of verifying education	project / assignments / activity during classes

OBJECTIVES

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Philosophy of Mind

lecture

1 ECTS

Teaching methods	lecture / didactic discussion / classical problem method
Method of verifying education	exam / colloquium / assignments / activity during classes

OBJECTIVES

To introduce students to key concepts in the philosophy of mind, such as dualism, monism, materialism, functionalism, and representation theory. To discuss philosophical models of mind and their applications to research on consciousness, perception, and cognitive processes. To present the relationship between mind and brain in the context of scientific research and philosophical debate. To develop the ability to analyze and critique selected philosophical theories concerning the nature of mind.

COURSE CONTENT

- An introduction to the philosophy of mind. The history of the mind-body problem: from Descartes to the present. Fundamental questions in the philosophy of mind: What is the mind? What is its relationship to the body?
- Key philosophical concepts about mind. Dualism and its critique: Descartes, epiphenomenalism, interactionism. Reductive materialism: identity theory, eliminativism. Functionalism and its relation to cognitive science.
- The nature of consciousness. The hard and easy problems of consciousness. Qualia and their place in the philosophy of mind. Theories of the global workspace . Theory).
- Intentionality and mental representations. Relationships between the mind and external objects. Symbolic vs. subsymbolic representations .
- Contemporary models of mind. The philosophy of computation and the mind as a Turing machine. Concepts of the embodied and extended mind. Emergent and systems perspectives on mind research.
- Applications of philosophy of mind. Relationships between philosophy of mind and artificial intelligence. Philosophy of mind in the context of ethics and technology.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student is familiar with issues in the philosophy of mind, such as the mind-body problem, the nature of consciousness, and issues of intentionality and subjectivity.
- The student understands various philosophical models of mind, including their strengths and weaknesses.
- The student has knowledge of contemporary scientific and technological research related to the mind, such as cognitive neuroscience and artificial intelligence.

In terms of skills:

- The student is able to critically analyze selected philosophical theories about the mind and their application in cognitive science research.
- The student is able to combine a philosophical perspective with an interdisciplinary approach, taking into account knowledge from neurobiology, psychology and computer science.
- The student is able to argue and formulate his/her own position in discussions concerning philosophical models of the mind.

In terms of social competencies:

- The student is aware of the importance of philosophical reflection in the study of the mind and cognitive processes.
- The student demonstrates openness to diverse theoretical approaches and respect for different scientific perspectives.

Philosophy of Mind

exercises

1 ECTS

Teaching methods	didactic discussion / classical problem method / individual and group work
Method of verifying education	project / assignments / activity during classes

OBJECTIVES

To introduce students to key concepts in the philosophy of mind, such as dualism, monism, materialism, functionalism, and representation theory. To discuss philosophical models of mind and their applications to research on consciousness, perception, and cognitive processes. To present the relationship between mind and brain in the context of scientific research and philosophical debate. To develop the ability to analyze and critique selected philosophical theories concerning the nature of mind.

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In terms of knowledge:

- The student is familiar with issues in the philosophy of mind, such as the mind-body problem, the nature of consciousness, and issues of intentionality and subjectivity.
- The student understands various philosophical models of mind, including their strengths and weaknesses.
- The student has knowledge of contemporary scientific and technological research related to the mind, such as cognitive neuroscience and artificial intelligence.

In terms of skills:

- The student is able to critically analyze selected philosophical theories about the mind and their application in cognitive science research.
- The student is able to combine a philosophical perspective with an interdisciplinary approach, taking into account knowledge from neurobiology, psychology and computer science.
- The student is able to argue and formulate his/her own position in discussions concerning philosophical models of the mind.

In terms of social competencies:

- The student is aware of the importance of philosophical reflection in the study of the mind and cognitive processes.
- The student demonstrates openness to diverse theoretical approaches and respect for different scientific perspectives.

Philosophical Models of the Mind

lecture

1 ECTS

Teaching methods	problem-based lecture / seminar discussions / case study
Method of verifying education	exam / colloquium / assignments / activity during classes

OBJECTIVES

A presentation of the main philosophical models of mind developed from antiquity to the present. A discussion of the relationship between mind and body in the context of various metaphysical and epistemological positions. An overview of the philosophical foundations of contemporary cognitive science, neuroscience, and artificial intelligence research. An analysis of the implications of specific models of mind for understanding consciousness, intentionality, free will, and personal identity. Developing skills in critically comparing theoretical models and their applications in cognitive research.

COURSE CONTENT

- Introduction to the philosophy of mind – scope and methodology.
- Ancient and modern concepts of mind (Plato, Aristotle, Descartes).
- Substantive dualism and its critique.
- Materialism and physicalism in the philosophy of mind.
- Behaviorism and its philosophical consequences.
- Functionalism and computational models of the mind.
- Emergentist and non-reductionist conceptions of mind.
- Enactivism , embodied and situated cognition.
- The problem of consciousness and qualia .
- Philosophical implications of artificial intelligence and models of mind.
- A critical comparison of models of mind in the context of cognitive research.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows the main philosophical models of the mind (including dualism, materialism, functionalism, emergentism, enactivism).
- Understands problems in the philosophy of mind, such as the mind-body problem, consciousness, intentionality, and qualia .
- Knows the philosophical assumptions underlying contemporary cognitive science and neuroscience.
- Understands the differences between reductionist and non-reductionist approaches to the study of the mind.

In terms of skills:

- Can analyze and interpret classical and contemporary texts on the philosophy of mind.
- Can compare different models of the mind and identify their strengths and weaknesses.
- Can formulate philosophical arguments regarding the nature of mind and consciousness.
- Is able to relate philosophical models to the results of empirical research in cognitive science and neuroscience.

In terms of social competencies:

- Is ready to participate in substantive discussion of fundamental issues concerning mind and cognition.
- He is aware of the importance of theoretical pluralism and interdisciplinarity in the study of the mind.
- Demonstrates openness to various philosophical and scientific perspectives.
- Is aware of the epistemic and ethical consequences of the models of mind he adopts.

Philosophical Models of the Mind

exercises

1 ECTS

Teaching methods	seminar discussions / case study / individual work
Method of verifying education	project / assignments / activity during classes

OBJECTIVES

A presentation of the main philosophical models of mind developed from antiquity to the present. A discussion of the relationship between mind and body in the context of various metaphysical and epistemological positions. An overview of the philosophical foundations of contemporary cognitive science, neuroscience, and artificial intelligence research. An analysis of the implications of specific models of mind for understanding consciousness, intentionality, free will, and personal identity. Developing skills in critically comparing theoretical models and their applications in cognitive research.

COURSE CONTENT

- Introduction to the philosophy of mind – scope and methodology.
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- The problem of consciousness and qualia .
- Philosophical implications of artificial intelligence and models of mind.
- A critical comparison of models of mind in the context of cognitive research.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows the main philosophical models of the mind (including dualism, materialism, functionalism, emergentism, enactivism).
- Understands problems in the philosophy of mind, such as the mind-body problem, consciousness, intentionality, and qualia .
- Knows the philosophical assumptions underlying contemporary cognitive science and neuroscience.
- Understands the differences between reductionist and non-reductionist approaches to the study of the mind.

In terms of skills:

- Can analyze and interpret classical and contemporary texts on the philosophy of mind.
- Can compare different models of the mind and identify their strengths and weaknesses.
- Can formulate philosophical arguments regarding the nature of mind and consciousness.
- Is able to relate philosophical models to the results of empirical research in cognitive science and neuroscience.

In terms of social competencies:

- Is ready to participate in substantive discussion of fundamental issues concerning mind and cognition.
- He is aware of the importance of theoretical pluralism and interdisciplinarity in the study of the mind.
- Demonstrates openness to various philosophical and scientific perspectives.
- Is aware of the epistemic and ethical consequences of the models of mind he adopts.

Philosophy Science

lecture

1 ECTS

Teaching methods	lecture / didactic discussion / classical problem method
Method of verifying education	exam / assignments / activity during classes

OBJECTIVES

To familiarize students with the history of scientific development, with particular emphasis on the influence of beliefs, religion, and social, economic, and material conditions on scientific progress. To analyze the relationships between philosophy of science, logic, mathematics, and physics in the context of the development of scientific methods. To discuss the most important scientific discoveries in human history and their impact on culture, industry, and civilizational development. To develop skills in critical analysis of the ontological, epistemological, and logical assumptions of contemporary scientific research. To introduce the concept of genius, the character traits of scientists, and the role of creative imagination in scientific research.

COURSE CONTENT

- The history of science and scientific discovery – from antiquity to the 21st century. The influence of beliefs and religion on the development of science in its early stages. Examples and conditions of the most important scientific discoveries in astronomy, physics, and mathematics, and their impact on the development of industry, music, and painting in the 19th century.
- Conditions favoring the development of civilization and science in ancient and later periods. Reasons for periods of acceleration and deceleration (stagnation) in scientific development. Economic, social, and material conditions favoring the development of science.
- Logic as a language of communication between philosophy of science, mathematics, and physics. Existential and nonexistential theorems in mathematics. Practical applications of philosophy in mathematics.
- The influence of philosophy of science on the development of science from the early 20th century to the present. Classical (Newtonian) physics and quantum physics. Understanding and analyzing directions of scientific research from ontological, epistemological, and logical perspectives as a necessary condition for the further development of science in the 20th and 21st centuries.
- The different role of philosophy of science in physics and mathematics.
- Who is a genius and what qualities must he have?
- Methodology for key scientific discoveries. Analysis of research processes in terms of rigorous scientific criteria.
- Character traits of scientists. The role and importance of creative imagination in scientific research.
- The role of truth, time, chance, symmetry and beauty in understanding and interpreting thought processes.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Has knowledge of the history of the development of science from ancient times to the present day.
- Understands the connections between philosophy of science and fields such as physics, mathematics and logic.
- Can discuss the importance of key scientific discoveries and their impact on other areas of life, such as culture and industry.
- Knows the methodological basis of conducting scientific research and its scientific criteria.

In terms of skills:

- Is able to critically analyze the epistemological and ontological assumptions of contemporary scientific theories.
- Is able to identify and interpret key moments of acceleration and stagnation in the development of science.
- Is able to apply philosophical concepts in the analysis of research processes and the interpretation of results.
- Is able to assess the importance of features such as truth, time, chance, symmetry and beauty in the context of thought processes.

In terms of social competencies:

- Appreciates the importance of an interdisciplinary approach in solving scientific problems.
- Is aware of the ethical aspects of scientific work and the impact of science on society.
- He is open to collaboration with representatives of various disciplines in the analysis of complex scientific problems.

Philosophy Science

exercises

1 ECTS

Teaching methods	didactic discussion / classical problem method / individual and group work
Method of verifying education	project / assignments / activity during classes

OBJECTIVES

To familiarize students with the history of scientific development, with particular emphasis on the influence of beliefs, religion, and social, economic, and material conditions on scientific progress. To analyze the relationships between philosophy of science, logic, mathematics, and physics in the context of the development of scientific methods. To discuss the most important scientific discoveries in human history and their impact on culture, industry, and civilizational development. To develop skills in critical analysis of the ontological, epistemological, and logical assumptions of contemporary scientific research. To introduce the concept of genius, the character traits of scientists, and the role of creative imagination in scientific research.

COURSE CONTENT

- The history of science and scientific discovery – from antiquity to the 21st century. The influence of beliefs and religion on the development of science in its early stages. Examples and conditions of the most important scientific discoveries in astronomy, physics, and mathematics, and their impact on the development of industry, music, and painting in the 19th century.
- Conditions favoring the development of civilization and science in ancient and later periods. Reasons for periods of acceleration and deceleration (stagnation) in scientific development. Economic, social, and material conditions favoring the development of science.
- Logic as a language of communication between philosophy of science, mathematics, and physics. Existential and nonexistential theorems in mathematics. Practical applications of philosophy in mathematics.
- The influence of philosophy of science on the development of science from the early 20th century to the present. Classical (Newtonian) physics and quantum physics. Understanding and analyzing directions of scientific research from ontological, epistemological, and logical perspectives as a necessary condition for the further development of science in the 20th and 21st centuries.
- The different role of philosophy of science in physics and mathematics.
- Who is a genius and what qualities must he have?
- Methodology for key scientific discoveries. Analysis of research processes in terms of rigorous scientific criteria.
- Character traits of scientists. The role and importance of creative imagination in scientific research.
- The role of truth, time, chance, symmetry and beauty in understanding and interpreting thought processes.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Has knowledge of the history of the development of science from ancient times to the present day.
- Understands the connections between philosophy of science and fields such as physics, mathematics and logic.
- Can discuss the importance of key scientific discoveries and their impact on other areas of life, such as culture and industry.
- Knows the methodological basis of conducting scientific research and its scientific criteria.

In terms of skills:

- Is able to critically analyze the epistemological and ontological assumptions of contemporary scientific theories.
- Is able to identify and interpret key moments of acceleration and stagnation in the development of science.
- Is able to apply philosophical concepts in the analysis of research processes and the interpretation of results.
- Is able to assess the importance of features such as truth, time, chance, symmetry and beauty in the context of thought processes.

In terms of social competencies:

- Appreciates the importance of an interdisciplinary approach in solving scientific problems.
- Is aware of the ethical aspects of scientific work and the impact of science on society.
- He is open to collaboration with representatives of various disciplines in the analysis of complex scientific problems.

Epistemology

lecture

1 ECTS

Teaching methods	lecture / didactic discussion / classical problem method
Method of verifying education	exam / colloquium / assignments / activity during classes

OBJECTIVES

A presentation of central issues in epistemology, such as the nature of knowledge, justification, and truth. A discussion of key issues in the philosophy of perception, including the relationship between perception and reality, the mechanisms of perception, and the role of the senses in cognition. An analysis of contemporary theories of perception, including realism, idealism, phenomenalism, and representationalism. An examination of the connections between epistemology, philosophy of perception, and cognitive science, with particular emphasis on cognitive processes and their biological underpinnings.

COURSE CONTENT

- Introduction to epistemology. Definition of knowledge: knowledge as true, justified belief. Epistemological skepticism and its challenges.
- Key epistemological theories. Foundationalism , coherentism, reliabilism. Contemporary approaches to naturalized epistemology.
- Fundamental problems in the philosophy of perception. The nature of sensory experiences and their relationship to reality. The role of perception in the cognitive process.
- Contemporary Theories of Perception. Direct vs. Indirect Realism. Phenomenalism and Representationalism. Embodied cognition and embodied perception.
- The relationship between perception and cognitive processes. The senses and mental representations. The neurobiological basis of perception.
- Practical implications of the philosophy of perception. Perception and user interface design. The philosophy of perception in the context of artificial intelligence and augmented reality.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the main epistemological concepts, such as the classical definition of knowledge, skepticism, foundationalism and coherentism.
- The student understands issues in the philosophy of perception, such as the nature of sensory experiences, the problem of subjective qualities (qualia), and the difference between perception and illusion.
- The student has knowledge of contemporary approaches to perception in philosophy and their connections with scientific research in cognitive science.

In terms of skills:

- The student is able to analyze and critically evaluate philosophical arguments concerning knowledge and perception.
- The student is able to apply selected epistemological and philosophical theories to explain cognitive problems.
- The student is able to formulate his/her own position in discussions concerning perception and knowledge, based on reliable arguments and scientific sources.

In terms of social competencies:

- The student is aware of the importance of epistemological reflection in scientific research and everyday life.
- The student is open to a variety of philosophical perspectives, showing tolerance for different positions.

Epistemology

exercises

1 ECTS

Teaching methods	didactic discussion / classical problem method / individual and group work
Method of verifying education	project / assignments / activity during classes

OBJECTIVES

A presentation of central issues in epistemology, such as the nature of knowledge, justification, and truth. A discussion of key issues in the philosophy of perception, including the relationship between perception and reality, the mechanisms of perception, and the role of the senses in cognition. An analysis of contemporary theories of perception, including realism, idealism, phenomenalism, and representationalism. An examination of the connections between epistemology, philosophy of perception, and cognitive science, with particular emphasis on cognitive processes and their biological underpinnings.

COURSE CONTENT

- Introduction to epistemology. Definition of knowledge: knowledge as true, justified belief. Epistemological skepticism and its challenges.
- Key epistemological theories. Foundationalism , coherentism, reliabilism. Contemporary approaches to naturalized epistemology.
- Fundamental problems in the philosophy of perception. The nature of sensory experiences and their relationship to reality. The role of perception in the cognitive process.
- Contemporary Theories of Perception. Direct vs. Indirect Realism. Phenomenalism and Representationalism. Embodied cognition and embodied perception.
- The relationship between perception and cognitive processes. The senses and mental representations. The neurobiological basis of perception.
- Practical implications of the philosophy of perception. Perception and user interface design. The philosophy of perception in the context of artificial intelligence and augmented reality.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the main epistemological concepts, such as the classical definition of knowledge, skepticism, foundationalism and coherentism.
- The student understands issues in the philosophy of perception, such as the nature of sensory experiences, the problem of subjective qualities (qualia), and the difference between perception and illusion.
- The student has knowledge of contemporary approaches to perception in philosophy and their connections with scientific research in cognitive science.

In terms of skills:

- The student is able to analyze and critically evaluate philosophical arguments concerning knowledge and perception.
- The student is able to apply selected epistemological and philosophical theories to explain cognitive problems.
- The student is able to formulate his/her own position in discussions concerning perception and knowledge, based on reliable arguments and scientific sources.

In terms of social competencies:

- The student is aware of the importance of epistemological reflection in scientific research and everyday life.
- The student is open to a variety of philosophical perspectives, showing tolerance for different positions.

Philosophy of Perception

lecture

1 ECTS

Teaching methods	problem-based lectures / seminar discussions / individual work
Method of verifying education	exam / colloquium / assignments / activity during classes

OBJECTIVES

A presentation of the main philosophical theories of perception developed in the classical and contemporary traditions. A discussion of the relationship between perception, consciousness, and cognition in philosophical and cognitive contexts . An analysis of epistemological and ontological issues related to perception. An examination of the connections between the philosophy of perception and empirical research in psychology and neuroscience. Developing skills in critically comparing models of perception and their methodological and cognitive implications.

COURSE CONTENT

- Introduction to the philosophy of perception – scope and methodology.
- Classical concepts of perception (Plato, Aristotle, empiric ism).
- Perception and epistemology – sensory knowledge and justification of beliefs.
- Direct and indirect realism in the philosophy of perception.
- Representationism and perceptual content.
- The problem of illusions and hallucinations.
- Phenomenology of perception (Merleau -Ponty).
- Enactivism and embodied cognition.
- Perception and consciousness – qualia and subjective experience.
- Philosophy of perception and cognitive neuroscience.
- Perception in the context of artificial intelligence and cognitive systems.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student presents the main philosophical theories of perception developed in the classical and contemporary traditions.
- Discusses the relationship between perception, consciousness, and cognition in a philosophical and cognitive science context .
- Knows and understands epistemological and ontological problems related to the perception of the world.
- It presents the connections between the philosophy of perception and empirical research in psychology and neuroscience.

In terms of skills:

- Can analyze and interpret classical and contemporary texts on the philosophy of perception.
- Is able to compare different models of perception and indicate their epistemological consequences.
- Is able to critically relate philosophical theories to the results of psychological and neuroscientific research.
- Is able to formulate coherent arguments regarding the nature of perceptual experience.

In terms of social competencies:

- Can analyze and interpret classical and contemporary texts on the philosophy of perception.
- Is able to compare different models of perception and indicate their epistemological consequences.
- Is able to critically relate philosophical theories to the results of psychological and neuroscientific research.
- Is able to formulate coherent arguments regarding the nature of perceptual experience.

Philosophy of Perception

exercises

1 ECTS

Teaching methods	seminar discussions / asynchronous lecture analysis / individual work
Method of verifying education	project / assignments / activity during classes

OBJECTIVES

A presentation of the main philosophical theories of perception developed in the classical and contemporary traditions. A discussion of the relationship between perception, consciousness, and cognition in philosophical and cognitive contexts . An analysis of epistemological and ontological issues related to perception. An examination of the connections between the philosophy of perception and empirical research in psychology and neuroscience. Developing skills in critically comparing models of perception and their methodological and cognitive implications.

COURSE CONTENT

- Introduction to the philosophy of perception – scope and methodology.
- Classical concepts of perception (Plato, Aristotle, empiric ism).
- Perception and epistemology – sensory knowledge and justification of beliefs.
- Direct and indirect realism in the philosophy of perception.
- Representationism and perceptual content.
- The problem of illusions and hallucinations.
- Phenomenology of perception (Merleau -Ponty).
- Enactivism and embodied cognition.
- Perception and consciousness – qualia and subjective experience.
- Philosophy of perception and cognitive neuroscience.
- Perception in the context of artificial intelligence and cognitive systems.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student presents the main philosophical theories of perception developed in the classical and contemporary traditions.
- Discusses the relationship between perception, consciousness, and cognition in a philosophical and cognitive science context .
- Knows and understands epistemological and ontological problems related to the perception of the world.
- It presents the connections between the philosophy of perception and empirical research in psychology and neuroscience.

In terms of skills:

- Can analyze and interpret classical and contemporary texts on the philosophy of perception.
- Is able to compare different models of perception and indicate their epistemological consequences.
- Is able to critically relate philosophical theories to the results of psychological and neuroscientific research.
- Is able to formulate coherent arguments regarding the nature of perceptual experience.

In terms of social competencies:

- Can analyze and interpret classical and contemporary texts on the philosophy of perception.
- Is able to compare different models of perception and indicate their epistemological consequences.
- Is able to critically relate philosophical theories to the results of psychological and neuroscientific research.
- Is able to formulate coherent arguments regarding the nature of perceptual experience.

Research Methods in Cognitive Science

lecture

2 ECTS

Teaching methods	seminar discussions / asynchronous literature analysis / individual work
Method of verifying education	project / assignments / activity during classes

OBJECTIVES

A presentation of the methodological foundations of research in cognitive science as an interdisciplinary field. An overview of methods used in cognitive research: behavioral, psychophysiological, neurobiological, linguistic, and computational. An introduction to designing empirical studies of cognitive processes. Developing skills in critical analysis of research projects and interpreting results. Developing an awareness of the ethical, methodological, and epistemological aspects of mind research.

COURSE CONTENT

- Cognitive science as an interdisciplinary science – methodological problems.
- Research questions and hypotheses in cognitive research.
- Behavioral methods in the study of cognitive processes.
- Psychophysiological methods (EEG, EMG, ECG – introduction).
- Neuroimaging methods (fMRI , PET – methodological basis).
- Linguistic and experimental methods in language research.
- Computational models and simulations in cognitive science.
- Qualitative research and case studies.
- Data analysis and basics of statistics in cognitive research.
- Replicability, validity and reliability of research.
- Ethics of human and animal research.
- Presentation and reporting of research results.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows the research methods used in cognitive science.
- Understands the differences between quantitative and qualitative research.
- Knows the principles of experimental design and observational studies.
- Understands the role of statistics, replicability and variable control in cognitive research.
- Knows the issues of research ethics.

In terms of skills:

- Can design a simple research project in the field of cognitive science.
- Is able to select appropriate research methods for the research questions posed.
- Is able to analyze and critically evaluate descriptions of empirical research.
- Is able to interpret basic research results and draw methodological conclusions.
- Is able to prepare a research report in accordance with academic principles.

In terms of social competencies:

- Is aware of the importance of reliability and responsibility in conducting scientific research.
- Is ready to work in a team in implementing research projects.
- Demonstrates a critical but open approach to various research paradigms.
- Is aware of the social and ethical consequences of research on mind and cognition.

Introduction to Cognitive Science

exercises

2 ECTS

Teaching methods	lecture / didactic discussion / classic problem method / group and individual work
Method of verifying education	exam / colloquium / assignments / activity during classes

OBJECTIVES

To present the interdisciplinary nature of cognitive science, demonstrating its place at the intersection of the humanities, social sciences, biology, and computer science. To discuss fundamental concepts and issues in cognitive science, such as mind, consciousness, cognition, mental representations, and their connections to biological processes and technology. To familiarize students with key research methods used in cognitive science, including computational modeling, behavior analysis, neuroimaging methods, and linguistic data analysis. To analyze selected theories and research on cognitive processes, such as perception, attention, memory, thinking, and their connection to motor and emotional functions.

COURSE CONTENT

- Introduction to cognitive science. The origins and development of cognitive science as a scientific discipline. Fundamental research questions: What is the mind? How does the cognitive process work?
- The interdisciplinarity of cognitive science. Relationships of cognitive science with other fields: psychology, philosophy, linguistics, neurobiology, and computer science. Cognitive models in various disciplines.
- Research methods in cognitive science. Neuroimaging (fMRI , EEG) and its applications in cognitive research. Behavioral experiments and linguistic data analysis. Computer modeling of cognitive processes.
- Core cognitive processes. Perception and attention: how we receive and select information from the environment. Memory and learning: mechanisms for storing and processing information. Language and communication: linguistic representation, meaning, and interpretation.
- Consciousness and mental representations. The mind-body problem: monism, dualism, reductive materialism. Models of consciousness and their implications for artificial intelligence research.
- Applications of cognitive science. Applying cognitive knowledge to user interface design and artificial intelligence. Cognitive science, education, and learning processes.
- Current challenges and directions of development in cognitive science. Ethical issues related to cognitive science-based technologies. New research perspectives: neurocognitive science, cultural cognitive science, and cognitive artificial intelligence.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the concepts and research problems of cognitive science, such as the nature of the mind, cognitive processes, mental representations, consciousness, and the relationship between the mind and the brain.
- The student understands the interdisciplinary nature of cognitive science and its connections with psychology, philosophy, linguistics, neurobiology, and computer science.
- The student has knowledge of research methods used in cognitive science, such as neuroimaging , computer modeling and behavior analysis.

In terms of skills:

- The student is able to critically analyze selected cognitive theories and scientific research results.
- The student is able to explain cognitive phenomena such as perception, attention, memory, language and thinking using an interdisciplinary perspective.
- The student is able to apply cognitive science research methods to analyze cognitive problems or design their own research.

In terms of social competencies:

- The student is aware of the importance of an interdisciplinary approach in the study of the mind and cognitive processes.
- The student is open to a critical approach to various scientific theories and hypotheses, demonstrating a research attitude based on reliability and intellectual openness.
- The student demonstrates responsibility for formulating conclusions and using cognitive science knowledge in scientific and social practice.

History of Cognitive Science

exercises

2 ECTS

Teaching methods	problem-based lecture with historical narrative / text analysis / moderated discussions / students' work
Method of verifying education	exam / colloquium / assignments / activity during classes

OBJECTIVES

A presentation of the origins of cognitive science as an interdisciplinary field of research on mind and cognition. A discussion of key stages in the development of cognitive ideas—from classical philosophy to contemporary cognitive science. An analysis of the influence of philosophy, psychology, linguistics, computer science, neuroscience, and artificial intelligence on the development of cognitive science. A presentation of shifting research paradigms (behaviorism, cognitivism, embodied cognition). Developing critical historical and methodological thinking and reflection on the status of cognitive science as a science.

COURSE CONTENT

- An introduction to the history of research on mind and cognition.
- Ancient and medieval concepts of mind (Plato, Aristotle, Scholasticism).
- Modern philosophy of mind and cognition (Descartes, empiricism, rationalism).
- 19th-century experimental psychology and the birth of cognitive science.
- Behaviorism and its criticism.
- The cognitive revolution of the 20th century.
- The Birth of Cognitive Science – Key Figures and Events.
- The role of linguistics, logic and computer science in the development of cognitivism.
- Artificial intelligence as a model of the mind.
- Cognitive neuroscience and the biologization of cognitive science.
- Contemporary trends: embodied, situated and enactive cognition.
- Current disputes and directions of development in cognitive science.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student presents the origins of cognitive science as an interdisciplinary field of research on the mind and cognition.
- Discusses key stages in the development of cognitive ideas – from classical philosophy to contemporary cognitive science.
- The student knows and understands the influence of philosophy, psychology, linguistics, computer science, neuroscience and artificial intelligence on the development of cognitive science.
- Discusses research paradigms (behaviorism, cognitivism, embodied cognition).

In terms of skills:

- Can analyze and compare different historical models of the mind.
- Is able to identify the philosophical and methodological assumptions behind specific theories of knowledge.
- Can critically interpret classical and contemporary texts on the history of cognitive science.
- Is able to synthesize knowledge from various disciplines in a historical perspective.

In terms of social competencies:

- He is aware of the importance of interdisciplinary cooperation in the development of science.
- Is ready to participate in substantive discussions on the status and future of cognitive science.
- Demonstrates openness to theoretical and methodological pluralism.

Cognitive Neuroscience

project

1 ECTS

Teaching methods	problem-based lecture with empirical research / text analysis / moderated discussions / students' work
Method of verifying education	project / written work/ assignments / activity during classes

OBJECTIVES

To present the biological foundations of cognitive processes and the functional organization of the brain. To discuss the main research methods used in cognitive neuroscience, including behavioral, psychophysiological, and neuroimaging methods. To present current theories and research findings concerning key cognitive functions. To develop skills in critical analysis of neuroscientific research and its interpretation within a cognitive science context . To prepare students to design and evaluate empirical research in cognitive neuroscience.

COURSE CONTENT

- Introduction to cognitive neuroscience – scope, goals, and history of the discipline.
- Structure and organization of the nervous system.
- Basics of neurophysiology: neuron, synapse, neural networks.
- Cognitive neuroscience research methods (EEG, fMRI , PET, TMS, behavioral studies).
- Neural basis of visual and auditory perception.
- Attention and cognitive control – neural networks.
- Memory and learning – neural mechanisms and brain plasticity.
- Language and the brain – localization and language networks.
- Executive functions and decision making.
- Emotions and cognition – interactions of neural systems.
- Cognitive disorders from a neuroscientific perspective.
- Current trends and challenges in cognitive neuroscience.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows the structure and functioning of the central nervous system in the context of cognitive processes.
- Understands the neural mechanisms of perception, attention, memory, learning, language and executive functions.
- Knows the research methods of cognitive neuroscience and their limitations.
- Understands the relationship between brain activity and behavior and cognitive experience.
- Knows the current directions of development in cognitive neuroscience.

In terms of skills:

- Understands the importance of methodological integrity in brain and mind research.
- Is aware of the ethical aspects of neuroscientific research.
- Is able to work in a team to analyze research problems.
- He is open to an interdisciplinary approach to cognitive research.
- Understands the importance of methodological integrity in brain and mind research.

In terms of social competencies:

- He is aware of the importance of methodological reliability in brain and mind research.
- Is aware of the ethical aspects of neuroscientific research.
- Is able to work in a team to analyze research problems.
- He is open to an interdisciplinary approach to cognitive research.

Neuropsychology

project

1 ECTS

Teaching methods	problem-based lectures / clinical case analysis / study of scientific literature / moderated discussions
Method of verifying education	project / written work/ assignments / activity during classes

OBJECTIVES

Demonstrating the relationships between brain structure and function, cognitive processes, and behavior. Discussing classical and contemporary neuropsychological models. Presenting neuropsychological assessment methods and their research and clinical applications. Analyzing cognitive impairments resulting from brain damage. Developing skills in interpreting neuropsychological test results within a cognitive science context .

COURSE CONTENT

- Introduction to neuropsychology – scope and history of the discipline.
- Functional organization of the brain and cognitive processes.
- Localization and lateralization of brain functions.
- Research and diagnostic methods in neuropsychology.
- Perception disorders (agnosias).
- Attention and executive function disorders.
- Memory disorders (amnesia).
- Neuropsychology of language (aphasias).
- Disorders of praxis and visuospatial functions.
- Neuropsychology of emotions and behavior.
- Brain plasticity and compensatory mechanisms.
- Neuropsychology in the context of cognitive science and cognitive neuroscience.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows the concepts and theories of neuropsychology.
- Understands the relationship between brain structures and cognitive functions.
- Knows the main neuropsychological syndromes and their neural basis.
- Knows the research and diagnostic methods used in neuropsychology.
- Understands the importance of neuropsychology for the study of mind and behavior.

In terms of skills:

- Can analyze neuropsychological cases and relate symptoms to brain damage.
- Is able to interpret the results of neuropsychological tests.
- Can critically analyze the neuropsychological literature.
- Is able to combine neuropsychological data with cognitive theories.
- Can clearly present knowledge of neuropsychology in oral and written form.

In terms of social competencies:

- Is aware of the ethical aspects of neuropsychological research and diagnosis.
- He is aware of the importance of interdisciplinarity in brain and mind research.
- Able to work in a team to analyze research and clinical problems.
- Demonstrates responsibility in interpreting data regarding human cognitive functioning.

Natural Language Processing (I)

lecture

3 ECTS

Teaching methods	lecture with practical examples / video materials
Method of verifying education	exam / colloquium / assignments / activity during classes

OBJECTIVES

A presentation of the theoretical foundations of natural language processing (NLP) and its applications in various fields. An overview of text analysis techniques, language modeling, and algorithms used in NLP. An introduction to the tools and programming environments used in NLP. Developing skills in implementing NLP solutions in practice.

COURSE CONTENT

- Introduction to NLP: Basic concepts, goals and applications.
- Linguistic foundations of NLP: Syntax, semantics, morphology, pragmatics.
- Text data processing: Tokenization, lemmatization, stemming .
- Models language : TF-IDF, word embeddings (Word2Vec, GloVe), transformers (BERT, GPT).
- Text classification: Sentiment analysis, document categorization.
- Named Entity Recognition (NER): Techniques and Algorithms.
- Text generation: Sequential models and the application of neural networks.
- Machine translation and text summarization: Models and technologies.
- NLP applications in various fields: Chatbots , business analytics, medicine.
- Ethics and challenges in NLP: Algorithmic biases, data privacy.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands theories and concepts related to natural language processing.
- Knows and understands the algorithms and models used in NLP, such as statistical models, neural networks and language models.
- Knows and understands linguistic structures and their importance in text analysis.
- Knows and understands the applications of NLP in industry, science and everyday life.

In terms of skills:

- The student is able to analyze and process text data using appropriate tools.
- Can implement NLP algorithms to solve practical problems such as text classification, sentiment analysis, and text generation.
- Can use programming libraries and tools such as NLTK, spaCy , Hugging Face Transformers .
- Evaluate and optimize language models.

In terms of social competencies:

- The student is ready to critically evaluate NLP solutions in terms of their ethical and social consequences.
- Is willing to collaborate in interdisciplinary teams on NLP-related projects.
- Is willing to continuously improve his technical and linguistic skills in a dynamically developing field.

Natural Language Processing (I)

exercises

4 ECTS

Teaching methods	programming workshops using NLP / team projects / exercises in language model implementation
Method of verifying education	implementation of NLP algorithms / report on text analysis / activity during classes

OBJECTIVES

A presentation of the theoretical foundations of natural language processing (NLP) and its applications in various fields. An overview of text analysis techniques, language modeling, and algorithms used in NLP. An introduction to the tools and programming environments used in NLP. Developing skills in implementing NLP solutions in practice.

COURSE CONTENT

- Introduction to NLP: Basic concepts, goals and applications.
- Linguistic foundations of NLP: Syntax, semantics, morphology, pragmatics.
- Text data processing: Tokenization, lemmatization, stemming .
- Models language : TF-IDF, word embeddings (Word2Vec, GloVe), transformers (BERT, GPT).
- Text classification: Sentiment analysis, document categorization.
- Named Entity Recognition (NER): Techniques and Algorithms.
- Text generation: Sequential models and the application of neural networks.
- Machine translation and text summarization: Models and technologies.
- NLP applications in various fields: Chatbots , business analytics, medicine.
- Ethics and challenges in NLP: Algorithmic biases, data privacy.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands theories and concepts related to natural language processing.
- Knows and understands the algorithms and models used in NLP, such as statistical models, neural networks and language models.
- Knows and understands linguistic structures and their importance in text analysis.
- Knows and understands the applications of NLP in industry, science and everyday life.

In terms of skills:

- The student is able to analyze and process text data using appropriate tools.
- Can implement NLP algorithms to solve practical problems such as text classification, sentiment analysis, and text generation.
- Can use programming libraries and tools such as NLTK, spaCy , Hugging Face Transformers .
- Evaluate and optimize language models.

In terms of social competencies:

- The student is ready to critically evaluate NLP solutions in terms of their ethical and social consequences.
- Is willing to collaborate in interdisciplinary teams on NLP-related projects.
- Is willing to continuously improve his technical and linguistic skills in a dynamically developing field.

Application of linguistic corpora in cognitive linguistics (I)

exercises

2 ECTS

Teaching methods	lectures with multimedia / didactic discussions / computer laboratories / design workshops
Method of verifying education	project / written assignments / activity during classes

OBJECTIVES

An introduction to the use of corpora in linguistic and cognitive research. Developing skills in analyzing corpus data in the context of studying language meaning and structure. Discussing the methodology used in corpus linguistics to study conceptualizations and cognitive schemas. Applying digital tools to language analysis and semantic pattern discovery.

COURSE CONTENT

- Introduction to Corpus Linguistics: Basic Concepts and Methodology.
- Types of linguistic corpora: Synchronous, diachronic, specialized and parallel corpora.
- Corpus Analysis Tools: A Review of Software and Their Applications.
- Analysis of meaning and conceptualization: Examining metaphors, schemas, and prototypes in corpus data.
- Collocation and frequency research: Techniques for quantitative and qualitative analysis.
- Linguistic cognitive patterns in different contexts: Applications to discourse analysis, education, and artificial intelligence.
- Designing your own corpus research: From formulating hypotheses to interpreting results.
- Case studies: Analysis of selected research projects using corpora.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands the principles of functioning of linguistic corpora and their applications in cognitive research.
- Knows and understands key theories of cognitive linguistics and their practical implications in corpus analysis.
- Knows and understands methods of analyzing corpus data, including the extraction and interpretation of linguistic patterns.
- Knows and understands the importance of empirical data in research on the conceptualization and use of language.

In terms of skills:

- The student is able to use linguistic corpora to analyze linguistic representations of conceptualizations.
- Can use corpus data analysis tools such as AntConc , Sketch Engine or NLTK.
- Is able to formulate research questions and conduct empirical research using corpus data.
- Can interpret the results of corpus analysis in the context of cognitive linguistics theory.

In terms of social competencies:

- The student is ready to cooperate in interdisciplinary research teams.
- Is ready to use the results of corpus research in practical linguistic and educational applications.
- Is ready to use linguistic data responsibly, taking into account the principles of data protection and research ethics.
- Is ready to develop his/her own competences in the use of digital technologies in humanities research.

The issue of free will and determinism in culture (I)

lecture

1 ECTS

Teaching methods	lectures with elements of discussion / text analysis / webinars with workshop elements
Method of verifying education	exam / activity during classes

OBJECTIVES

An analysis of the concepts of free will and determinism in various cultural, philosophical, and scientific traditions. An examination of the role of free will and determinism in shaping social, ethical, and cultural practices. Developing critical thinking skills in relation to contemporary debates on free will and determinism.

COURSE CONTENT

- Introduction to the issue. Definitions of free will and determinism. History of the debate: from antiquity to the present.
- Free will and determinism in philosophical traditions. Natural, theological, and logical determinism. Indeterminism and compatibilist concepts.
- Cultural contexts. Interpretations of free will in different cultures and religions. The role of free will and determinism in literature and art.
- Social and ethical consequences. Free will and moral responsibility. The importance of determinism in legal and social systems.
- Contemporary scientific perspectives. The neurobiology of free will. Determinism in physics and the social sciences.
- Summary and reflection. Current dilemmas and challenges related to the issue of free will.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the main theories of free will and determinism and their historical and cultural contexts.
- Understands how these concepts are interpreted in different philosophical and scientific traditions.
- Can identify key ethical disputes and dilemmas arising from the issues of free will and determinism.

In terms of skills:

- The student is able to analyze and compare different approaches to free will and determinism in the context of culture and science.
- Is able to formulate his/her own arguments and critically evaluate the positions of others.
- Is able to apply the concepts learned in the analysis of contemporary social and cultural problems.

In terms of social competencies:

- The student develops philosophical awareness in relation to the problems of free will and determinism.
- It is open to dialogue and a diversity of philosophical and cultural perspectives.
- Develops intellectual responsibility in the context of discussions on the ethical and social consequences of the issues discussed.

The issue of free will and determinism in culture (I)

exercises

1 ECTS

Teaching methods	workshops and group discussions / presentations
Method of verifying education	project / activity during classes

OBJECTIVES

An analysis of the concepts of free will and determinism in various cultural, philosophical, and scientific traditions. An examination of the role of free will and determinism in shaping social, ethical, and cultural practices. Developing critical thinking skills in relation to contemporary debates on free will and determinism.

COURSE CONTENT

- Introduction to the issue. Definitions of free will and determinism. History of the debate: from antiquity to the present.
- Free will and determinism in philosophical traditions. Natural, theological, and logical determinism. Indeterminism and compatibilist concepts.
- Cultural contexts. Interpretations of free will in different cultures and religions. The role of free will and determinism in literature and art.
- Social and ethical consequences. Free will and moral responsibility. The importance of determinism in legal and social systems.
- Contemporary scientific perspectives. The neurobiology of free will. Determinism in physics and the social sciences.
- Summary and reflection. Current dilemmas and challenges related to the issue of free will.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the main theories of free will and determinism and their historical and cultural contexts.
- Understands how these concepts are interpreted in different philosophical and scientific traditions.
- Can identify key ethical disputes and dilemmas arising from the issues of free will and determinism.

In terms of skills:

- The student is able to analyze and compare different approaches to free will and determinism in the context of culture and science.
- Is able to formulate his/her own arguments and critically evaluate the positions of others.
- Is able to apply the concepts learned in the analysis of contemporary social and cultural problems.

In terms of social competencies:

- The student develops philosophical awareness in relation to the problems of free will and determinism.
- It is open to dialogue and a diversity of philosophical and cultural perspectives.
- Develops intellectual responsibility in the context of discussions on the ethical and social consequences of the issues discussed.

Metaphysics of Personal Identity

lecture

1 ECTS

Teaching methods	interactive lectures / text analysis / didactic discussion
Method of verifying education	exam / activity during classes

OBJECTIVES

An examination of key issues related to the metaphysics of personal identity in the context of philosophy and cognitive science. An analysis of historical and contemporary theories of personal identity, such as substance theory, narrative theory, and relational theory. A deepening understanding of the relationship between personal identity and cognitive processes, memory, consciousness, and the body. Developing skills in critical analysis of philosophical texts and argumentation on key issues of personal identity.

COURSE CONTENT

- Introduction to the metaphysics of personal identity: Basic concepts and problems.
- Substantive and dualistic theories: Soul, body, consciousness.
- Memory as the foundation of identity: An analysis of classical and contemporary approaches (Locke, Parfit).
- Narrative and constructivist theories: The role of stories in identity formation.
- Personal identity and the body: The problem of corporeality and its role in defining the person.
- The relationship of personal identity to consciousness and memory: Interdisciplinary analyses.
- Identity in the context of technology and transhumanism : The problem of digital persons and consciousness uploading .
- Ethical and social implications of the metaphysics of identity.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands key concepts, theories and problems concerning the metaphysics of personal identity.
- Knows and understands historical and contemporary approaches to issues such as memory, body, consciousness and their relationship to identity.
- Knows and understands the differences between dualist, materialist and hybrid positions with regard to personal identity.

In terms of skills:

- The student is able to critically analyze philosophical texts concerning personal identity.
- Is able to formulate his/her own arguments in debates related to the metaphysics of personal identity.
- Is able to apply the acquired knowledge in academic practice and in the analysis of specific cases in the field of cognitive science and philosophy.

In terms of social competencies:

- Conducting constructive discussions on issues related to personal identity.
- Recognition of the complexity of philosophical problems and openness to different positions.
- The student is ready to respect the ethical implications of research on personal identity and its application in practice.

Metaphysics of Personal Identity

exercises

1 ECTS

Teaching methods	group work / case studies / didactic discussion
Method of verifying education	project / activity during classes

OBJECTIVES

An examination of key issues related to the metaphysics of personal identity in the context of philosophy and cognitive science. An analysis of historical and contemporary theories of personal identity, such as substance theory, narrative theory, and relational theory. A deepening understanding of the relationship between personal identity and cognitive processes, memory, consciousness, and the body. Developing skills in critical analysis of philosophical texts and argumentation on key issues of personal identity.

COURSE CONTENT

- Introduction to the metaphysics of personal identity: Basic concepts and problems.
- Substantive and dualistic theories: Soul, body, consciousness.
- Memory as the foundation of identity: An analysis of classical and contemporary approaches (Locke, Parfit).
- Narrative and constructivist theories: The role of stories in identity formation.
- Personal identity and the body: The problem of corporeality and its role in defining the person.
- The relationship of personal identity to consciousness and memory: Interdisciplinary analyses.
- Identity in the context of technology and transhumanism : The problem of digital persons and consciousness uploading .
- Ethical and social implications of the metaphysics of identity.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands key concepts, theories and problems concerning the metaphysics of personal identity.
- Knows and understands historical and contemporary approaches to issues such as memory, body, consciousness and their relationship to identity.
- Knows and understands the differences between dualist, materialist and hybrid positions with regard to personal identity.

In terms of skills:

- The student is able to critically analyze philosophical texts concerning personal identity.
- Is able to formulate his/her own arguments in debates related to the metaphysics of personal identity.
- Is able to apply the acquired knowledge in academic practice and in the analysis of specific cases in the field of cognitive science and philosophy.

In terms of social competencies:

- Conducting constructive discussions on issues related to personal identity.
- Recognition of the complexity of philosophical problems and openness to different positions.
- The student is ready to respect the ethical implications of research on personal identity and its application in practice.

Language Games in Communication

lecture

3 ECTS

Teaching methods	lectures / discussions / case studies / seminars
Method of verifying education	exam / activity in classes

OBJECTIVES

A presentation of key concepts related to language-game theory, with particular emphasis on Ludwig Wittgenstein's ideas and their development in the context of contemporary linguistics and communication theory. A discussion of applications of language-game theory in the analysis of communicative interactions, including conversation, persuasion, and mediation. Developing skills in critically analyzing examples of real-world dialogues and texts in terms of language-game mechanisms. An introduction to empirical research design and analyzing communicative phenomena from a language-game perspective.

COURSE CONTENT

- Introduction to language game theory: origins and main assumptions.
- Language games in the context of Wittgenstein's philosophy of language.
- Forms and functions of language games: from word play to persuasion and manipulation.
- Analysis of communication contexts: language games in dialogue, rhetoric and mediation.
- Language games in culture: humor, metaphor and symbolism.
- Empirical research on language games: methods and tools.
- Practical applications: designing communication tools and case studies.
- Ethical and social aspects of the use of language game theory.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the concepts and notions of language game theory and their importance in the analysis of communication.
- The student understands the relationship between the form of expression and its function in the context of a language game.
- The student has knowledge of the variety of forms of language games in communication practices, such as argumentation, negotiation and humor.

In terms of skills:

- The student is able to analyze texts and dialogues from the perspective of language game theory.
- The student is able to identify the mechanisms of language games in various communicative contexts.
- The student is able to design empirical research on the application of language game theory in practice.

In terms of social competencies:

- The student is able to actively participate in discussions, consciously using the mechanisms of language games for constructive argumentation.
- The student understands the importance of cultural and social context in the interpretation of language games.
- The student is aware of the ethical aspects of using language in communication processes.

Language Games in Communication

exercises

4 ECTS

Teaching methods	practical workshops with text analysis / group work / independent research projects with supervision
Method of verifying education	project / activity in classes

OBJECTIVES

A presentation of key concepts related to language-game theory, with particular emphasis on Ludwig Wittgenstein's ideas and their development in the context of contemporary linguistics and communication theory. A discussion of applications of language-game theory in the analysis of communicative interactions, including conversation, persuasion, and mediation. Developing skills in critically analyzing examples of real-world dialogues and texts in terms of language-game mechanisms. An introduction to empirical research design and analyzing communicative phenomena from a language-game perspective.

COURSE CONTENT

- Introduction to language game theory: origins and main assumptions.
- Language games in the context of Wittgenstein's philosophy of language.
- Forms and functions of language games: from word play to persuasion and manipulation.
- Analysis of communication contexts: language games in dialogue, rhetoric and mediation.
- Language games in culture: humor, metaphor and symbolism.
- Empirical research on language games: methods and tools.
- Practical applications: designing communication tools and case studies.
- Ethical and social aspects of the use of language game theory.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the concepts and notions of language game theory and their importance in the analysis of communication.
- The student understands the relationship between the form of expression and its function in the context of a language game.
- The student has knowledge of the variety of forms of language games in communication practices, such as argumentation, negotiation and humor.

In terms of skills:

- The student is able to analyze texts and dialogues from the perspective of language game theory.
- The student is able to identify the mechanisms of language games in various communicative contexts.
- The student is able to design empirical research on the application of language game theory in practice.

In terms of social competencies:

- The student is able to actively participate in discussions, consciously using the mechanisms of language games for constructive argumentation.
- The student understands the importance of cultural and social context in the interpretation of language games.
- The student is aware of the ethical aspects of using language in communication processes.

Human-Computer Interface

workshops

1 ECTS

Teaching methods	lectures with multimedia presentations / case studies / workshop method / practical exercises / group work
Method of verifying education	HCI design and analysis / project / activity during classes / development of interface prototypes

OBJECTIVES

A presentation of the theoretical foundations of human-computer interaction and the principles of interface design. A discussion of factors influencing the effectiveness and intuitiveness of user interfaces. An introduction to methods for assessing the usability of interfaces and analyzing user-system interactions. Practical design and prototyping of user-focused interfaces.

COURSE CONTENT

- Introduction to Human-Computer Interaction (HCI): Basic Concepts and Definitions.
- Cognitive processes and interface design: Perception, attention, memory and their impact on the user.
- Principles of user interface design: Intuitiveness, efficiency, accessibility.
- Interface Prototyping: Tools and Techniques.
- Usability evaluation methods: Heuristics, user testing, heuristic analysis.
- Accessibility and inclusive interfaces: Designing for diverse user groups.
- Modern interfaces: Touch, voice, augmented and virtual reality interfaces.
- Case studies: Examples of successful and unsuccessful interface designs.
- Trends in human-computer interaction: Artificial intelligence, interface personalization.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands key theories and concepts related to human-computer interaction.
- Knows and understands the principles of designing useful and intuitive user interfaces.
- Knows and understands techniques and tools for assessing the usability of interfaces.
- Knows and understands the impact of cognitive processes such as perception, attention and memory on interaction with technology.

In terms of skills:

- The student is able to design user interfaces in accordance with usability principles and user needs.
- Can conduct usability testing and analyze the results of user interaction studies.
- Can create interface prototypes using digital tools.
- Is able to critically evaluate existing solutions in the field of human-computer interfaces.

In terms of social competencies:

- The student is ready to work in an interdisciplinary team on interface design.
- Is willing to take into account the perspectives of different user groups in the design process.
- Is ready to take care of the ethical aspects of designing interactive technologies.
- Is ready to actively seek innovative solutions in human-computer interaction.

Mind and Society

project

1 ECTS

Teaching methods	practical workshops with text analysis / group work / independent research projects with supervision
Method of verifying education	project / activity in classes

OBJECTIVES

An analysis of the relationships between culture, personality, and the functioning of the mind in a social context. A presentation of the major theories related to the interaction of mind and society, including anthropological, psychological, and philosophical approaches. A discussion of the ways in which culture influences personality development and cognitive processes. Students will be inspired to think critically and design research exploring the relationship between culture and personality.

COURSE CONTENT

- Introduction: Definitions of mind, culture, and personality in different research traditions.
- Cultural theories and their relationship to cognitive processes (e.g. Edward Sapir, Clifford Geertz).
- Culture as a factor shaping personality: the theory of Margaret Mead and Ruth Benedict.
- The social nature of cognition: How do social interactions influence mental processes?
- The impact of globalization on cultural and personality diversity.
- Case studies : Examples of empirical research showing the dependence of cognitive processes on the cultural context.
- Designing interdisciplinary research: tools and methods.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows and understands theories regarding the relationship between culture, personality and mind.
- Possesses knowledge of various research approaches to the analysis of culture and personality in cognitive science.
- Knows examples of empirical research showing the influence of socio-cultural context on cognitive processes.

In terms of skills:

- Is able to analyze the relationship between culture and cognitive processes based on scientific literature.
- Is able to design research exploring the influence of culture on personality and the mind.
- Has the ability to think critically and formulate his/her own conclusions about cultural diversity and its implications for personality.

In terms of social competencies:

- Is aware of cultural diversity and its importance in building contemporary communities.
- Can collaborate with others to deepen the analysis of topics related to culture and personality.
- He is aware of the importance of interdisciplinarity in the study of mind and society.

Culture and Personality

project

1 ECTS

Teaching methods	problem-based lectures / text analysis / case studies / teamwork / discussion forums and asynchronous tasks
Method of verifying education	project / test / activity in classes

OBJECTIVES

To present the relationship between culture and the development of human personality. To discuss classical and contemporary personality theories from a cultural perspective. To present the influence of social, symbolic, and linguistic factors on the development of an individual's cognitive structures and identity. To analyze personality variability in various cultural contexts. To develop critical thinking skills and the design of simple studies on the relationship between culture and personality.

COURSE CONTENT

- Introduction: culture and personality – definitions and scope of research.
- Historical approaches to the culture–personality relationship (the " culture and personality " school).
- Culture as an environment for the development of cognitive processes.
- Personality theories in a cultural perspective.
- Socialization, enculturation and internalization of cultural norms.
- Language, symbol and narrative and the formation of identity.
- Cultural differences in personality structure and cognitive styles.
- Emotions and cultural norms.
- Globalization, cultural change and personality.
- Case studies and analysis of empirical research.
- Methodological problems of research on culture and personality.
- An interdisciplinary approach to the culture-mind-personality relationship

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- Knows concepts and theories about culture and personality.
- Understands the mechanisms of cultural shaping of cognitive processes and personality traits.
- Knows classical and contemporary research approaches to the relationship between culture and personality.
- Understands the importance of the socio-cultural context for individual development.
- Knows examples of empirical research in the field of psychology and cultural anthropology.

In terms of skills:

- Is able to analyze personality phenomena from a cultural perspective.
- Is able to interpret the results of research on cultural differences.
- Can critically analyze scientific texts in the fields of cognitive science, psychology and anthropology.
- Is able to formulate research problems concerning the relationship between culture and personality.
- Is able to clearly present his/her position in a scientific discussion.

In terms of social competencies:

- Is aware of the importance of cultural diversity in the functioning of individuals and societies.
- Demonstrates openness to different cognitive and cultural perspectives.
- Can work collaboratively in a group to analyze complex socio-cultural issues.
- He is aware of the ethical aspects of research on personality and culture.

Process Mapping

project

1 ECTS

Teaching methods	lectures with multimedia presentations / case studies / group discussions / practical workshops / individual work
Method of verifying education	project / assignments / activity in classes

OBJECTIVES

A presentation of the basic concepts and tools used in process mapping. An introduction to process modeling methods using contemporary standards (e.g., BPMN). A discussion of the importance of process mapping in the context of organizational optimization and functional analysis. Developing process design and documentation skills to support organizational effectiveness.

COURSE CONTENT

- Introduction to process mapping: definitions, objectives, and applications.
- Standards and notations in process modeling: BPMN, UML, EPC.
- IT tools for process mapping: overview and practical applications.
- Process analysis: identification of key elements, analysis of dependencies and bottlenecks.
- Designing new processes: iterative and innovative approaches.
- Documenting processes: creating process maps, reports and recommendations.
- Case studies : practical examples of process mapping in various industries.
- Challenges in process mapping: change management, interdepartmental communication , and tool integration.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the concepts related to process mapping.
- The student understands the structure and purposes of using process maps in an organization.
- The student knows process modeling tools and standards (e.g. BPMN, UML).
- The student understands the role of process analysis in the context of optimization and change management.

In terms of skills:

- The student is able to identify key processes in the organization and propose appropriate methods for mapping them.
- The student knows how to use process modeling tools and creates clear and correct process diagrams.
- The student is able to analyze existing processes in terms of their effectiveness and identify areas for improvement.
- The student is able to design processes taking into account organizational and technological needs.

In terms of social competencies:

- The student is able to cooperate in a project team, sharing responsibility for individual stages of process mapping.
- The student is aware of the importance of an ethical approach in the analysis and design of organizational processes.

Manipulation Theory

project

1 ECTS

Teaching methods	problem-based lectures / text analysis / case studies / teamwork / discussion forums and asynchronous tasks
Method of verifying education	project / test / activity in classes

OBJECTIVES

A presentation of the basic mechanisms of manipulation in interpersonal and media communication. A discussion of influence techniques such as persuasion, propaganda, and disinformation. An analysis of the psychological and cognitive aspects of susceptibility to manipulation. Developing critical thinking skills and analyzing media messages for potential manipulation.

COURSE CONTENT

- Introduction to manipulation theory: definitions, history, contexts.
- The psychology of manipulation: cognitive and emotional mechanisms.
- Manipulation techniques: propaganda, disinformation, framing , spin .
- Media manipulation: case studies on mediatization and fake news.
- Manipulation in interpersonal relationships: techniques of exerting influence.
- Ethical aspects of manipulation: moral boundaries and responsibility.
- Countering manipulation: critical thinking, media education.

DESCRIPTION OF THE EXPECTED LEARNING RESULTS

In terms of knowledge:

- The student knows the definitions and mechanisms of manipulation in communication.
- The student understands the psychological and cognitive basis of susceptibility to manipulation.
- The student has knowledge of influence techniques and their practical applications.
- The student knows examples of manipulation in history and contemporary media.

In terms of skills:

- The student is able to recognize and analyze manipulation techniques in various types of messages.
- The student is able to use critical thinking tools to assess the credibility of information.
- The student is able to prepare an argument regarding the ethical aspects of manipulation.
- The student is able to create educational materials on counteracting manipulation.

In terms of social competencies:

- The student is aware of the importance of responsible use of communication tools.
- The student is able to work in a group to analyze cases of manipulation.
- The student understands the ethical and social consequences of using manipulation in public life.