Module: Applied Social Sciences
Number of credits: 8 credits
Subjects:
1) Educational and Cultural History 1
2) Educational and Cultural History 2
3) Basics of Minority Studies and Romology
4) Introduction to Child Protection

Name of subject: Educational and Cultural History 1	**Credits**: 2

Subject Classification: Compulsory
Division of course content in theory and practice: 60% theory and 40% practice
Types and number of lessons: 10 lectures per semester   *Language:* English   **Other methods used during the course:**   • digital course material provided through electronic learning system   • use of online internet resources   • course outline available electronically
Method of assessment: exam   **Other means of learning evaluation:**   • continuous, active participation during lessons   • oral assessment of the acquired the linguistic material   • preparation of ppt presentations for use in classroom
Place of subject in the curriculum: fifth semester
Prerequisites: none

Course description:
Education history should also be studied in order to uncover the past of pedagogical thinking and education, as a historical process. Education history is also aimed at introducing the most important pedagogical thinkers and their systems, setting out their respective positions in space and time, exploring parallelisms, links and schisms between/among past and present education and training systems and carrying out a source-critical and philological processing of sources, documents and abstracts from the history of education.   The main topics of the subject called Education History 1:   1.Ancient roots of European education: antique Greek education   2.Ancient roots of European education: antique Latin education   3.Ancient roots of European education: antique Jewish and early Christian education   4.European education in the Middle Ages: clerical and secular education, the beginning of the European university   5.The human ideal and schooling of the renaissance and humanism, European universities in the Middle Ages

6.Reformation and Catholic revival – Protestant and Catholic schooling: Luther, Melanchton, Péter Pázmány and schooling policies of the Jesuit Order
7.Comenius and János Csere Apáczai pedagogical synthesis

Required and recommended literature:

1. Richard Aldrich (1982): *An introduction to the history of education*. Hodder-Stoughton, London, ISBN 0-340-26293-1
2. Adolphe Erich Meyer (1972): *An educational history of the Western World*. McGraw Hill Book Company, New York, ISBN-10: 0070417407
3. Mészáros István – Németh András – Pukánszky Béla (2006): *Education History. Textbook/Neveléstörténet. Szöveggyűjtemény*. Osiris Kiadó, Budapest, ISBN 963 389 517 0
4. Mészáros István – Németh András – Pukánszky Béla (2005): *Education History. Introduction to the History of Pedagogy and Schooling / Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe*. Osiris Kiadó, Budapest, ISBN 963 379 997 X

Required competencies and competency elements that this subject contributes to and helps to develop

a) Knowledge
● Possess the expert knowledge and teaching methodology which help to develop the health and personality of children aged 3-7 in a harmonious and complex way.

● Know the basic documents of preschool education and show awareness of the general aims and responsibilities of preschool education as well as the content of the different activity forms, and the connections between all these.
● Can understand the connections between the different areas of education determining the development of children aged 3-7 such as spontaneous and planned effects of the environment, direct and indirect educational methods, and the learning processes present in preschool activity forms.
● Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.
● Can show awareness of the professional, ethical and legal rules and regulations of the preschool teacher profession, its socially approved norms and the characteristics and effects of communication belonging to this job description.
● Are familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.

b) Capabilities
● Adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool education with consideration to the characteristics of the child and the child's age group.
● Understanding the characteristics of the age group, students should be able to identify and select the appropriate educational goals, tasks and content. Students should furthermore be able to manage, analyse, and evaluate the differentiated pedagogical process.
● Can observe, analyse and record the characteristics of the personality and skills of children aged 3-7, and the socio-cultural determinants of the family environment surrounding them.

● Can build adaptively on the different personalities, previous experience, knowledge, competencies, and age specific characteristics of children aged 3-7.

● Possess knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.

c) Attitude

● Show commitment to developing strategies, methods and activities promoting the organization and expansion of the experience and knowledge of children aged 3-7, and to creating an environment promoting the success of English language communication in educational activities while inspiring, confirming the development of the child's personality.

● Show commitment to the complete health development of children aged 3-7.

● Their personality should be free from prejudice, and characterised by tolerance, social sensitivity, and helping attitude. They have an inclusive and multicultural approach, seek to preserve the cultural identity and support children's integration into their community.

● Accept the idea of child-centred inclusive preschool education and the view that pedagogical strategies used in preschool education should be tailored to the child's personality.

● Show commitment to the multifaceted analysis and evaluation of the process of preschool education and can review and revise future plans and activities in the light of the results.

● Show openness to learning about and applying the latest results of educational theory at home and worldwide, methodological innovations, as well as the latest information and communications technologies.

● Have a creative, critical and innovative attitude towards information literacy; and can use 21st century culture of literacy effectively.

d) Autonomy and Responsibility

● Can responsibly establish and maintain professional co-operations.

● Besides their professional preschool responsibilities, they also assume responsibility for the mission of their own institution, and the protection of the internationally acclaimed values of Hungarian preschool education.

● Have conscious, critical, self-reflective, and innovative attitude towards the development of digital culture.

Responsible for course: Dr. Elekes Györgyi, college associate professor, PhD
Other teacher involved in course: