Module: Visual Education
Number of credits:9 credits
Subjects:
1) Visual Education and Methodology 1
2) Visual Education and Methodology 2

Name of subject: Visual Education and Methodology 2	**Credits**: 5
Subject Classification: Compulsory	
Division of course content in theory and practice: 50% theory and 50% practice	
Types and number of lessons: 10 lectures +15 seminars *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 • sharing the good practices of international partner institutions through online interface	
Method of assessment: term mark **Other means of learning evaluation:** • Portfolio of works performed during the term in the fields of environmental design and arts and crafts • presentation: 1) analysis of family drawings 2) familiarizing young children with art pieces • completion of preschool activity plans written as a group based on visual topics • peer-review • self-evaluation of the tasks • teacher's feedback	
Place of subject in the curriculum: third semester	
Prerequisites: Visual Education and Methodology 1	

Course description:
Methodology of visual education to facilitate school maturity with preschoolers. The message of children's drawings: family drawings as visual projections. Environmentally conscious visual education: environmental design. Methods of arts and crafts that strengthen national identity. The objectives and methods of aesthetic - art education. The decisive epochs, styles and major masterpieces of art history. Young children's encounter with pieces of art to develop their emotional intelligence. Sacral art and symbols. The basics of museum pedagogy to foster the complex personality development of 3-6 year olds. Project plans.   Media awareness. During the course we touch upon the questions of media interpretation,

the critical and selective consumption of the media. By highlighting the creative yet responsible use we aim to help students develop the ability to distinguish between real facts and fiction and recognize the different levels of the representation of reality.

Required and recommended literature:

- Claire Golomb (1992): The Child's Creation of a Pictorial World. University of California Press ISBN: 0520070884

- Gombrich, E.H.(1995): The story of art.Phaidon Press, ISBN: 0714832472
- Seibert,J (1986): Lexicon of Christian Art. French & European Pubns,

  ISBN:82882312X

- Piper,D: The joy of art Mitchell Beazley; New ed. edition (1984).,
  ISBN:0855335254
- Wright, A. (2001): Art and Crafts with Children. Oxford University Press, Oxford. ISBN 978-0194378253

Recommended:

- Watt, F. (2007): 365 things to make and do. Usborne Publishing, London.
- Pázmány Ágnes - Permay Éva: *Látás és ábrázolás.* Nemzeti Tankönyvkiadó Rt., Budapest, 2012. 3- 59. old, 134-151. old. ISBN 978-963-19-6811-8

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

a) Knowledge
- Students 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.
- Are familiar with the role and influence of art in the personality development of preschoolers.
- Plan organises the activity forms of visual education- drawing, handcraft, spatial work-in teaching. Applies proper methods psychologically pedagogically and methodologically following development of children.
- Are familiar with and able to apply the rules of digital communication and information management competently.

b) Capabilities
- Adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool visual 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 visual activities, educational goals, tasks and content. Students should furthermore be able to manage, analyse, and evaluate the differentiated pedagogical process.
- Build and develop a bias-free respectful and trustworthy relationship with children institutions (such as families, nurseries, childcare services, and other public educational institutions). Communicate professionally and clearly in

professional situations and assist and offer help relating to the problems of children.
- Can structure and analyse digitally collected information; and can see and interpret their connections.

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 visual communication in educational activities while inspiring, confirming the development of the child's personality.
- 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.
- Have a creative, critical and innovative attitude towards information literacy; and can use 21st century culture of literacy effectively.

d) Autonomy and Responsibility
- Take responsibility for children aged 3-7, for the whole group of children, for their activities within the institution, for the decision made during the planning.
- Have an open-minded, innovative, and authentic attitude to welcome and transmit digital and technological development and innovation in their special field.
- Can develop their already existing digital competencies, skills and knowledge as well as acquire new competencies with the help of self-study or organised training programmes.

Responsible for course: Ágnes Karolina Pázmány teacher of visual education methodology

Other teachers involved in course: Katalin Wiedermann college assistant lecturer, **Bill McBrayer**, English language teacher