

<p>Module: Pedagogy</p> <p>Number of credits: 12 Credits</p> <p>Subjects:</p> <ol style="list-style-type: none"> 1) Pedagogy of Early Childhood 2) Competence-Based Pedagogy, Basics of Christian Education 3) Pedagogical Skills Development 4) Theory of Education, Didactics 5) Methodology in Pedagogical Research 6) Family-and Inclusive Pedagogy
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Name of subject: Competence-Based Pedagogy, Basics of Christian Education	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
<p>Types and number of lessons: 10 lectures per semester</p> <p>Language: English</p> <p>Other methods used during the course:</p> <ul style="list-style-type: none"> • digital course material provided through electronic learning system • course outline available electronically • use of online internet resources 	
<p>Method of assessment: exam mark</p> <p>Other means of learning evaluation:</p> <ul style="list-style-type: none"> • continuous, active participation during lessons • oral assessment of the acquired material • preparation of ppt presentations for use in classroom 	
Place of subject in the curriculum: second semester	
Prerequisites: none	

Course description:
<p>The aim of this course is to learn about such key competencies that provide the basics for students both on theoretical and practical ways for their development of pedagogical competencies so that in their later life as educators they can assist properly all children according to their ability and are able to navigate in this interrelated area.</p> <p>The other part of the course gives an insight into the roots of Christian education through the ages: the tradition and institutional development of Christian education from the Middle Ages to the twentieth century.</p>
Required and recommended literature:
<ol style="list-style-type: none"> 1. Fallon, Marianne: Teachers' Professional Development on Problem Solving : Theory and Practice for Teachers and Teacher Educators. Rotterdam : Sense Publishers. 2016. ISBN 9789463006071

2. Day, Christopher: *Developing Teachers : The Challenges of Lifelong Learning*. London : Routledge. 1999. ISBN 9780750707473
3. McKinney, Stephen J.: *Education in a Catholic Perspective*. Burlington : Routledge. 2013. ISBN 9781409452713
4. MAKÁDI, Mariann, *A kompetenciaalapú pedagógia lehetőségei a tanítási-tanulási folyamatban*, Mozaik Kiadó, Budapest, 2009. ISBN 978 963 697 614 9

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

a) Knowledge

- 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.

b) Capabilities

- 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.
- 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.
- Know and understand the professional, ethical, and legal documents regulating preschool education, and can apply the relevant passages in their everyday work.

c) Attitude

- 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 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.

d) Autonomy and Responsibility

- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- 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.

Responsible for course: Dr. Berzsenyi Emese, PhD, college senior lecturer

Other teacher involved in course: Kicsák Mónika PhD candidate