

Module: Information and Communication Technology 4 cs

Number of credits: 4

Subjects:

1) ICT 1.

2) ICT 2.

Name of subject: ICT 1.	Credits: 2
Subject Classification: compulsory	
Division of course content in theory and practice: 20% theory and 80% practice	
Types and number of lessons: 10 seminars/semester <i>Language:</i> English Other methods used during the course: <ul style="list-style-type: none">• a detailed note is available for the students during the semester on a common online interface	
Method of assessment: term mark Other means of learning evaluation: <ul style="list-style-type: none">• mid-term test	
Place of subject in the curriculum: 1 st semester	
Prerequisites: none	

Course description:

Learning the basic term of ICT and acquiring the usage of the computer and the operating systems. Knowledge and skill-based use of the Internet services, management of professional databases, definition and solution of query tasks from existing databases according to a specific professional purpose. Applying programs:

- file management (directory structure, file types, file operations, compression, etc.);
- word processing (character, paragraph and section formatting, handling images, charts, editing larger documents);
- acquiring how to create multimedia presentations (slidesow design, images, graphics, multimedia elements, animations);
- Understand the basics of computer data processing, spreadsheets (formatting, formulas, functions, sorting, filtering, creating charts)

During the course we touch upon digital skills indispensable in the professional practice. We review the system of data storage and the use of administration systems through some specific examples. Further topics include: the range of personal data handled by the school, data transfer, storage time, data provision based on the performance of school service, data management, data provision based on consent, parent's rights in relation to data management.

During the course we review six key processes: access to information, information management, information evaluation, new interpretations, communication and the proper use of ICT. We represent some educational softwares, support pages, applications and educational programmes, which are well applicable for the target group. We also expound

on good practices.

Required and recommended literature:

Compulsory reading:

1. Quick start guide for Microsoft Windows 10 <https://support.microsoft.com/en-us/help/30055#WindowsQSG>
2. Microsoft Office 2016 Quick Guides <https://www.microsoft.com/en-us/microsoft-365/blog/2015/09/28/download-our-free-office-2016-quick-start-guides/>
3. Leonhard, Woody: Windows 7 : All-In-One For Dummies [e-book]. Hoboken: Wiley Publishing, 2009. ISBN 978-0-470-48763-1. Available from: eBook Academic Collection (EBSCOhost)
4. Weverka, Peter: Office 2010 : All-In-One For Dummies [e-book]. Hoboken: Wiley Publishing, 2010. ISBN 978-0-470-49748-7. Available from: eBook Academic Collection (EBSCOhost)

Recommended reading:

5. Heffernan, Brandon - Poulsen, Tim: Introduction To Personal Computers : Windows 7 Edition [e-book]. [Fairport]: Axzo Press; 2010. ISBN 978-1-4260-1933-3. Available from: eBook Academic Collection (EBSCOhost)
6. Anderson-Williams, Russell: Mastering Prezi For Business Presentations : Engage Your Audience Visually With Stunning Prezi Presentation Designs And Be The Envy Of Your Colleagues Who Use Powerpoint [e-book]. Birmingham: Packt Publishing, 2012. ISBN 978-1-84969-302-8. Available from: eBook Academic Collection (EBSCOhost)

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

a) Knowledge

- 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.
- Have basic knowledge about the psychological and biological factors and characteristics determining the process of maturation and development of children aged 3-7 as well as the nature of children's learning; show awareness of the importance of early childhood as a developmental phase giving foundation to an individual's life path, its significance in the development of personality, its role in life-long learning, and the methods supporting this development.
- Is familiar with and able to apply the rules of digital communication and information management competently.
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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.
- Can build adaptively on the different personalities, previous experience, knowledge, competencies, and age specific characteristics of children aged 3-7.
- Possesses the knowledge which enables them to handle electronic information competently and ethically.
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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.
- Accept the 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.
- Makes their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.
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d) Autonomy and Responsibility

- Take responsibility for children aged 3-7, for the whole group of children, for his activities within the institution, for the decision made during the planning of the educational process and for all the consequences.
- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- Can cooperate with all their partners in digital communication responsibly, ethically, critically, and safely.
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Responsible for course:

Other teacher involved in course: Attila Pivók, college assistant lecturer