

Module: Information and Communication Technology 4 cs

Number of credits: 4

Subjects:

- 1) ICT 1.
- 2) ICT 2.
- 3)
- 4)

Name of subject: ICT 2.	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• creating a bibliography	
Place of subject in the curriculum: 2 nd semester	
Prerequisites: ICT 1.	

Course description:

Library and knowledge acquisition. The concept of library, the Hungarian library system, library services, types of libraries. Publication types, handbooks. Library classification (UDC), catalogues and bibliographies. Library databases, virtual libraries – search strategies and techniques. Journals in the field of education and its auxiliary sciences. Information retrieval techniques, forms of citations, copyrights.

Learning about computer programs (educational and administrative) used at educational institutions. Methodology of utilizing ICT tools (PC, projector, interactive whiteboard).

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.

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. Libraries and Librarianship in Hungary (2006)

<http://mek.oszk.hu/04200/04288/html/contents.html>

2. Universal Decimal Classification
https://en.wikipedia.org/wiki/Universal_Decimal_Classification
3. Bobish, Greg - Jacobson, Trudi (Ed.): The Information Literacy User's Guide [e-book]. Geneseo: Open SUNY Textbooks, 2014. ISBN 978-0-9897226-2-9. Available at: <http://textbooks.opensuny.org/download/the-information-literacy-users-guide-pdf-pdf/>
4. Cheng, Irene et al.: Multimedia In Education : Adaptive Learning And Testing [e-book]. Singapore: World Scientific Publishing Company, 2010. ISBN 978-981-283-705-9. Available from: eBook Academic Collection (EBSCOhost)

Recommended reading:

5. Blanchett, Helen - Powis, Chris - Webb, Jo: A Guide To Teaching Information Literacy : 101 Practical Tips [e-book]. London: Facet Publishing, 2012. ISBN 978-1-85604-659-6. Available from: eBook Academic Collection (EBSCOhost)
6. Betcher, Chris - Lee, Mal: The Interactive Whiteboard Revolution : Teaching With Iwbs [e-book]. Camberwell: ACER Press, 2009. ISBN 978-0-86431-817-6. 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 the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.
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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 knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.
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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.
- Has a creative, critical and innovative attitude towards information literacy; and can use 21st century culture of literacy effectively.

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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.

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

Responsible for course:

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