

Module: Philosophy

Number of credits: 9

Subjects:

1) History of Philosophy

2) Basics of Sociology

3) Introduction to Christianity

4) **Introduction to Ethics**

Name of subject: Introduction to Ethics	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 100% theory	
Types and number of lessons: 10 lectures <i>Language:</i> English Other methods used during the course: <ul style="list-style-type: none">• thematic presentation of course material• groupwork, individual work, pairwork• written home assignments• use of textbooks and video recordings• detailed course plan available on Neptun• digital course material available on Google Drive	
Method of assessment: Exam mark Other means of learning evaluation: <ul style="list-style-type: none">• active in-class participation• home assignments	
Place of subject in the curriculum: 1 st semester	
Prerequisites: none	

Course description:

This survey course introduces students to the main objectives and methodology of ethics. Students will gain insight into the main figures and issues of the history of ethics, with a special focus on Christian ethics. Students will also learn about ethical reasoning, personal and ethical values, and they will also gain knowledge about professional ethics that they can use in their preschool profession. During the course we touch upon knowledge related to digital competence (e.g. legal regulations, electronic communication, information storage and information management); skills (e.g. information generation, presentation, interpretation, search for and processing of information) and attitudes (critical thinking, creativity, innovation and safe use). A significant topic is digital literacy, i.e. the effective use information and communication technologies. Our objective is to have access to information as well as to understand and use it in a critical, competent, precise and creative way.

Required and recommended literature:

1. MacIntyre, Alasdair. *A Short History of Ethics*. 2nd ed., Routledge: 1998. ISBN

0203131126

2. Comte-Sponville, André. *A Small Treatise on the Great Virtues: The Uses of Philosophy in Everyday Life*. Transl. Catherine Temerson, Metropolitan Books, 2001 (1996). ISBN 0805045554
3. Keenan, James F., SJ & Daniel J. Harrington, SJ. *Paul and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Rowman & Littlefield Publishers, Inc., 2010. ISBN 9780742599611
4. Cohen, Martin. *101 Ethical Dilemmas*. 2nd ed., Routledge: 2006. ISBN 9780203963173
5. Nyíri Tamás: *Alapvető etika*. Budapest, Szent István Társulat, 2003. ISBN 963-360-746-4

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.
- Is 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.
- Possesses knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.

c) Attitude

- 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.

d) Autonomy and Responsibility

- 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.
- Can plan and develop their digital literacy independently.

Responsible for course: Palkóné dr. Tabi Katalin college associate professor, Ph.D.

Other teacher involved in course: Szentpétery Marianne teacher of methodology