

<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

Name of subject: Methodology in Pedagogical Research	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
<p>Types and number of lessons: 5 seminars per semester</p> <p><i>Language:</i> English</p> <p>Other methods used during the course:</p> <ul style="list-style-type: none"> • course outline available electronically • digital course material provided through electronic learning system 	
<p>Method of assessment: term 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 the linguistic material • preparation of ppt presentations for use in classroom 	
Place of subject in the curriculum: third semester	
Prerequisites: none	

<p>Course description:</p> <p>The primary goal of the course of Pedagogical Research Methodology is to assist students with designing and carrying out their pedagogical research projects professionally and acquiring and applying in practice the knowledge required for writing their theses. It is also aimed at improving students' problem-sensitivity, helping them see possible solutions for problems encountered in practice. Pedagogical Research Methodology shows how scientific thinking relates to research into problems, and it contributes to the acquisition and unassisted use of knowledge, skills and experience relating to pedagogical research. Pedagogical Research Methodology aims at acquiring skills within the possession of which students can become capable of ethically applying the research methods in their pedagogical research, presenting their research results in a way that satisfies scientific requirements, unassisted data processing, evaluating results and interpreting them from a pedagogical perspective.</p>
<p>Required and recommended literature:</p>

Required literature:

1. Earl Babbie (1995): The practice of social research. Belmont: Wadsworth Publishing Company
ISBN:0-534-18744-7

2. Glaser, Barney G. – Strauss, Anselm L.(1968): The discovery of grounded theory: strategies for qualitative research. Chicago, Aldine. ISBN 978-0202302607

Recommended literature:

1. Rosenthal, Gabriele (1993): Reconstruction of life stories. In: R. Josselson – A. Lieblich (eds.): The narrative study of lives 1. London: Stages, pp.59-91. ISBN 978-0803948136

2. Jahoda, M.-Deutsch, M.- Cook, S. W. (1951): Research Methods in Social Relations. The Dryden Press, pp. 463-492. ISBN 978-0155061392

3. Alexander, Jeffrey C.(2004): Toward a Theory of Cultural Trauma. In: Alexander, Jeffrey C. et al (eds.): Cultural Trauma and Collective Identity. Berkley: Los Angeles, London: University of California Press. pp.1-31. ISBN 978-0520235953

4. Alexander, Jeffrey C.(2003): The meanings of social life. A cultural sociology. Oxford: Oxford University Press. ISBN 978-0195306408

Required competencies and competency elements that this subject contributes to and helps to develop**a) Knowledge**

Can apply the different planning schemes used in preschool education; know the theory and methodology of planning, and the connections specialities of the different levels of planning.

Are 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.

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 observe, analyse and record the characteristics of the personality and skills of children aged 3-7, and the socio-cultural determinants of the family environment surrounding them.

Can build adaptively on the different personalities, previous experience, knowledge, competencies, and age specific characteristics of children aged 3-7.

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

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.

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.

Make their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.

Responsible for course: Dr. Elekes Györgyi, college associate professor, PhD

Other teacher involved in course: