

<p>Module: Pedagogy</p> <p>Number of credits: 12</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 of Pedagogical Research 6) Family- and Inclusive Pedagogy

Name of subject: Pedagogical Skills Development	Credits: 2
Subject Classification: compulsory	
Division of course content in theory and practice: 50% theory and 50% practice	
<p>Types and number of lessons: lecture and practice. 5 lectures, 5 practical lessons</p> <p><i>Language:</i> 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: 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 material • preparation of ppt presentations for use in classroom 	
Place of subject in the curriculum: 6th semester	
Prerequisites: none	

<p>Course description:</p> <p>Based on the requirements of the European Union, the course presents the current tasks of teachers, especially those that have changed significantly or have emerged as new challenges today. In the field of the foundation of social viability this subject is the first to address issues like preparation for the world of work, lifelong learning, health protection, career guidance and the use of IT tools. It also deals with the changes in the teacher's role; alongside with the presentation of the current roles it highlights the importance and possibilities of the teacher's liaisons, also with the parents; it also contains guidance for the beginning teacher. The second big unit is about the school as a source of pleasure; motivation; the variety of pedagogical assessment; the problems and</p>
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difficulties of education and their solutions. The third big unit deals with the self-improvement and self-assessment of the teacher and the practice of non-violent communication. 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). During the course we touch upon digital skills which are indispensable in 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. In addition, we deal with media awareness. During the course we touch upon the questions of media interpretation, the critical and selective consumption of the media. By highlighting a 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 deal with the concepts of digital footprint and cyber bullying. One of the aims of the course is to call attention to settings and regulations that allow a safe use of the Internet. A special emphasis is given to the hidden dangers of the social media. 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. Understanding and applying basic ethical and legal issues is also a key topic of the course. During the course we review six key processes: access to information, information management, information evaluation, new interpretations, communication and proper use of ICT. We represent some educational softwares, support pages, applications and educational programmes, which are well applicable for the target group. We will also expound on good practices. During the course we touch upon the concept of sustainable development as a principle of system organization: the comprehensive and restorative harmonization of the satisfaction of the needs of the present and the future generations. We deal with questions like how to synchronize the sustainability of the environment with economic development, with social equality and justice. In addition, we deal with questions pertaining to environment, accident, work and consumer protection.

Required and recommended literature:

1) Bábosik István – Torgyik Judit (2007, szerk.): *Pedagógusmesterség az Európai Unióban*. ELTE Eötvös József Kiadó, Budapest ISBN: 963 733 860 8

2) Cynthia Luna Scott (2015): *The futures of learning 3: WHAT KIND OF PEDAGOGIES FOR THE 21st CENTURY*. Education Research and Foresight Working Papers, UNESCO, December 2015

3) Doris Choy, Angela F. L. Wong, Sylvia Chong, Kam Ming Lim (2014): *Beginning Teachers' Pedagogical Skills and Knowledge Towards Positive Pedagogic Teacher-Student Relationships* US-China Education Review B, ISSN 2161-6248 June 2014, Vol. 4, No. 6, 357-367

4) Gulnara Ferdinandovna Biktagirova and Roza Alexeyevna Valeeva (2014): *Development of the teachers' pedagogical reflection*. Life Science Journal 2014;11(9s) 60-63] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 10

5) Kate Ferguson-Patrick (2011): *Professional development of early career teachers: A pedagogical focus on cooperative learning* Educational Research, 21(2), 2011. University of Newcastle

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

- **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.

- Are familiar with and able to apply the rules of digital communication and information management competently.
- Are aware of the operation of administration, data storage, data management, and data supply systems of educational and social services, research institutes, community/non-governmental organizations and parishes.
- Are aware of the basic principles and practical aspects of health improvement and sustainable development relating to environmental and consumer protection, and work and safety standards in the workplace.

- **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.
- Possess knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.
- Can apply their theoretical knowledge in the field of environmental and consumer protection, and work and safety standards in the workplace.

- **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.
- Make their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.
- Take a responsible and proactive role in the implementation of the theory and practice of health improvement and sustainable development in the interests of their profession and community.

- **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.

- Have a conscious, critical, self-reflective, and innovative attitude towards the development of digital culture.
- Can take responsibility for their views regarding health improvement and the principles of sustainable development in their special field; can apply their knowledge of environmental and consumer protection, and work and safety standards in the workplace competently and responsibly.

Responsible for course: Dr. Emese Berzsenyi College senior lecturer PhD

Other teacher involved in course: Mónika Kicsák PhD candidate