

Module: Visual Education

Number of credits: 9 credits

Subjects:

- 1) Visual Education and Methodology 1
- 2) Visual Education and Methodology 2

Name of subject: Visual Education and Methodology 1	Credits: 4
Subject Classification: Compulsory	
Division of course content in theory and practice: 50% theory and 50% practice	
Types and number of lessons: 10 lectures +10 seminars <i>Language:</i> English Other methods used during the course: <ul style="list-style-type: none">• digital course material provided through electronic learning system• use of online internet resources• course outline available electronically• sharing the good practices of international partner institutions through online interface	
Method of assessment: term mark Other means of learning evaluation: <ul style="list-style-type: none">• individual creation, two-dimensional, spatial and other tasks for the semester• presentation: analysing children's drawings• completion of preschool activity plans written as a group based on visual topics• peer-review• self-evaluation of the tasks• teacher's feedback	
Place of subject in the curriculum: second semester	
Prerequisites: none	

Course description:

Visual language, visual communication. Developing problem-solving skills and creativity by taking individual creative paths. Arts, branches and genres in theory and practice. Visuality, basic visual communication and interpretation of problems, synthesis and application of theoretical and practical knowledge in pedagogical activity. The essence of visual education, the personality traits that can be developed by visual skills and visual education through the complexity of its possibilities and its importance in the development of competencies. The message of children's drawings, the visual urge of the 3-6 age group, self-expression, imaginative and experience-depicting features, level of creative education, and the methods of dealing with different children according to their own needs. The effect of art in visual education, the role of sacred holidays in emotional education. Basics and methods of talent management. Planning visual activities.

Effective use of digital technology: 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. stmmschool.org/wp-content/uploads/Childrens-Artistic-Development.pdf
2. Arnheim Rudolf (1997). Art and visual perception-A Psychology of the Creative Eye University of California Press ISBN: 0-520-24383-8
3. Barbe-Gall, F. (2005): How to talk to children about art. Frances Lincoln Limited, London. ISBN 978-1556525803
4. Wright, A. (2001): Art and Crafts with Children. Oxford University Press, Oxford. ISBN 978-0194378253
5. Claire Golomb (1992): The Child's Creation of a Pictorial World. University of California Press ISBN: 0520070884

Recommended:

1. Watt, F. (2007): 365 things to make and do. Usborne Publishing, London.
2. Claire Golomb (2011): The Creation of Imaginary Worlds: The Role of Art, Magic and Dreams in Child Development. Jessica Kingsley Publishers ISBN: 1849058520
3. Tihanyiné Vályi Zsuzsanna: Amiről a gyerekek beszélnek (2013) JATE Press ISBN: 978-963-315-142-64.
4. Pázmány Ágnes - Permay Éva: *Látás és ábrázolás*. Nemzeti Tankönyvkiadó Rt., Budapest, 2012. 3- 59. old, 134-151. old. ISBN 978-963-19-6811-8
5. Kondacs Mihályné Podmaniczky Mária: *A vizuális nevelés az óvodában*. Szerzői kiadás, Szarvas, 2004.

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

a) Knowledge

- Students possess the expert knowledge and teaching methodology which help to develop the personality of children aged 3-7 in a harmonious and complex way.
- 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.
- 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.
- • Are familiar with and able to apply the rules of digital communication and information management competently

b) Capabilities

- Adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool visual 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 visual activities, 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.
- Possesses 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 visual communication in educational activities while inspiring, confirming the development of the child's personality.
- Students' personality should be free from prejudice, and characterised by tolerance, social sensitivity, and helping attitude. Students have an inclusive and multicultural approach, seek to preserve the cultural identity and support the child's integration into his community.
- 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.
- Have creative, critical and innovative attitude towards information literacy; and can use 21st century culture of literacy effectively.

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.
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Responsible for course: Pázmány Karolina Ágnes teacher of visual education methodology

Other teacher involved in course: Wiedermann Katalin college assistant lecturer, **Bill McBrayer**, English language teacher