

<p>Module: Christianity and Society</p> <p>Number of credits: 8</p> <p>Subjects:</p> <ol style="list-style-type: none"> 1) Care of Creation 2) Basics of Sociology 3) Introduction to Christianity 4) Introduction to Ethics

<p>Name of subject: Care of Creation</p> <p>Course code: LKOZOS1026ANG</p>	<p>Credits:1</p>
<p>Subject classification: compulsory</p>	
<p>Division of course content in theory and practice: 80 % theory and 20 % practice</p>	
<p>Type and number of lessons: 5 seminars/ lectures per semester</p> <p>Language: English</p> <p>Other methods used during the course:</p> <p>thematic presentations, case discussions, text and other media interpretation/processing</p> <ul style="list-style-type: none"> • course outline available electronically • digital course material, internet resources, videos provided through Google Classroom • presentations in person/online (Google Meet) • use of international literature 	
<p>Method of assessment: term mark</p> <p>Other means of learning evaluation:</p> <ul style="list-style-type: none"> • active participation during lessons • student dissertation/essay (independent source processing), student presentation, reflection 	
<p>Place of subject in the curriculum: 1st semester</p>	
<p>Prerequisites: -</p>	

<p>Course description:</p> <p>The main topics of the course are: global problems, environmental challenges, the symptoms of our planet's disease (population, energy, water and other "resources", food, soil, pollution, climate change, inequality, biodiversity loss). Ethical, spiritual, attitudinal problems (technocratic paradigm, anthropocentrism). Consumer society, irresponsible use and overconsumption. Sustainable development (?) The greatness and processes of nature. Comprehensive ecology, ecological education, nature education, spirituality. Our responsibility for the created world. Man's real place in nature, theories, trends, religious approaches, hopes, heroes. Care of creation, nature conservation - the national system in Hungary. During the course, we also touch on the issues of media literacy, critical, selective media consumption (e.g. greenwashing).</p>
<p>Required and recommended literature:</p> <ul style="list-style-type: none"> • Attenborough, David 2020. A Life on Our Planet: My Witness Statement and a Vision for the Future. Grand Central Publishing. New York, Boston. ISBN: 9781538719985 <p>https://f.feedvu.com/a-life-on-our-planet-my-witness-statement-and-a-vision-for-the-future-pdf-1.html</p> <ul style="list-style-type: none"> • Pope Francis 2015. Encyclical Letter Laudato Si' Of The Holy Father Francis On Care For Our Common Home.

https://www.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si_en.pdf

- Hodson, M.R - Hodson, M.J. 2015. A Christian Guide to Environmental Issues. Brf. h.n. ISBN-13: 978-1800390058

https://www.researchgate.net/publication/351267504_A_Christian_Guide_to_Environmental_Issues_2nd_Edition

Horváth Balázs 2019. *A beteg bolygó - A fenntarthatatlanság és a betegség kultúrtörténete*. Typotex Kiadó. Budapest. ISBN: 9789634930617

Jávor Benedek (szerk.): Felelősségünk a teremtett világért - Egyházi dokumentumok az ökológiai válságról. Védjegylet. Budapest. 2004. ISBN 9632167740 <https://mek.oszk.hu/10000/10014/10014.pdf>

Nobilis Mária – Vida Márta (szerk.). 2020. *Környezet, teremtés, felelősség*. L'Harmattan Kiadó - Sapientia Szerzetesi Hittudományi Főiskola. Budapest. ISBN: 9789638835697

Bolyki János 1999. *Teremtésvédelem* Kálvin Kiadó. Budapest. ISBN: 9633007798

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

a) Knowledge

- Students 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.
- Can understand the utmost significance of play in children's development.
- Can use different strategies and methodology to help the personal development of children aged 3-7 considering their age specific characteristics and individual pace of development.
- Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.
- Know the pedagogical possibilities of education for sustainability in their field and type of institution
- Are familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.

b) Capabilities

- Students 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 support the harmonious personality development of children aged 3-7, and the shaping of their physical, social, and mental skills age-specifically
- 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.
- Able to apply the principles of education for sustainability in their activities.

c) Attitude

- Students show commitment to the complete health development of children aged 3-7.

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

d) Autonomy and Responsibility

- Students take responsibility for the personality development of children aged 3-7 in a harmonious and complex way, and for all the staff and equipment arrangements necessary to enhance healthy mental and physical development.
- Take responsibility for their decisions and the consequences of their pedagogical activity during the educational process.
- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- Can plan and develop their digital literacy independently

Responsible for course: Dr. Ágnes Balog, college associate professor, PhD

Other teacher(s) involved in course: