

Module: Applied Social Sciences

Number of credits: 8 credits

Subjects:

- 1) Educational and Cultural History 1
- 2) Educational and Cultural History 2
- 3) Basics of Minority Studies and Romology
- 4) Introduction to Child Protection

Name of subject: Educational and Cultural History 1 Course Code: OVOALB1023ANG	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
Types and number of lessons: 10 lectures per semester Language: 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	
Method of assessment: exam Other means of learning evaluation: <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: fifth semester	
Prerequisites: none	

Course description:

Education history should also be studied in order to uncover the past of pedagogical thinking and education, as a historical process. Education history is also aimed at introducing the most important pedagogical thinkers and their systems, setting out their respective positions in space and time, exploring parallelisms, links and schisms between/among past and present education and training systems and carrying out a source-critical and philological processing of sources, documents and abstracts from the history of education.

The main topics of the subject called Education History 1:

1. Ancient roots of European education: antique Greek education
2. Ancient roots of European education: antique Latin education
3. Ancient roots of European education: antique Jewish and early Christian education
4. European education in the Middle Ages: clerical and secular education, the beginning of the European university
5. The human ideal and schooling of the renaissance and humanism, European universities in the Middle Ages

6.Reformation and Catholic revival – Protestant and Catholic schooling: Luther, Melanchton, Péter Pázmány and schooling policies of the Jesuit Order
7.Comenius and János Csere Apáczai pedagogical synthesis

Required and recommended literature:

1. Richard Aldrich (1982): *An introduction to the history of education*. Hodder-Stoughton, London, ISBN 0-340-26293-1
2. Adolphe Erich Meyer (1972): *An educational history of the Western World*. McGraw Hill Book Company, New York, ISBN-10: 0070417407
3. Mészáros István – Németh András – Pukánszky Béla (2006): *Education History. Textbook/Neveléstörténet. Szöveggyűjtemény*. Osiris Kiadó, Budapest, ISBN 963 389 517 0
4. Mészáros István – Németh András – Pukánszky Béla (2005): *Education History. Introduction to the History of Pedagogy and Schooling / Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe*. Osiris Kiadó, Budapest, ISBN 963379 997 X

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

a) Knowledge

- Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.
- 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.
- 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.

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. Mészáros László college associate professor, PhD.

Other teacher involved in course: Dr. Dóra László college associate professor, PhD.

