

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 2 OVOALB2024ANG	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: sixth semester	
Prerequisites: Educational and Cultural History 1	

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 2:

1. Education in the age of enlightenment: Rousseau, Pestalozzi
2. Schooling and pedagogy in the 18th – 19th century: Trapp, Herbart, Schleiermacher, Dilthey
3. Outstanding historical documents of education in Hungary: Maria Tereza and the Ratio Educationis (1777), Ratio Educationis II. (1806), József Eötvös and the Public Education Law (1868)
4. A brief history of the evolution and maturing of reform pedagogies: Maria Montessori, Rudolf Steiner, Jena-plan

5. Schooling and pedagogy in Hungary between 1918 and 1989, with a focus on the activities of Kuno Klebelsberg, and on the socialist education and culture policy
6. Contemporary documents of today's Hungarian education policies, with a focus on public education and training
7. Kindergartens and schools in Hungary in the 19th and 20th centuries
8. Everlasting values of historical research into European education

Required and recommended literature:

1. Freeman, R. Butta (1955): *A cultural history of Western education*. McGraw Hill, New York
2. John D. Pulliam (1987): *History of education in America*. Columbus: Toronto: Merrill Publishing Company, ISBN 0-675-20705-3
3. Radó Péter (2001): *Transition in education: policy making and the key educational policy areas in the Central-European and Baltic countries*. Open Society Institute, Budapest, ISBN 963-7316-95-7
4. Mészáros István – Németh András – Pukánszky Béla (2006): *Education History. Textbook/Neveléstörténet. Szöveggyűjtemény*. Osiris Kiadó, Budapest, ISBN 963 389 517 0
5. 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 963 379 997 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.