

**Module:** Information and Communication Technologies

**Number of credits:** 4 CS

**Subjects:**

- 1) ICT 1.
- 2) ICT 2.

<b>Name of subject:</b> ICT 2.	<b>Credits:</b> 2
<b>Subject classification:</b> compulsory	
<b>Division of course content in theory and practice:</b> 20 % theory and 80 % practice	
<b>Type and number of lessons:</b> 10 seminars per semester	
<b>Language:</b> English	
<b>Other methods used during the course:</b>	
<b>Method of assessment:</b> Seminar mark	
<b>Other means of learning evaluation:</b>	
<b>Place of subject in the curriculum:</b> second	
<b>Prerequisites:</b> ICT 1.	

**Course description:**

The library and knowledge acquisition. The concept of the library and its holdings; Hungarian library  
Hungarian library system, services. Types of libraries. The book: types of publications and types of manuals. Library stock indexing: the library subject index (ETO), catalogues. Bibliographies. Library databases, virtual libraries - search strategies, techniques. The pedagogy and pedagogical and auxiliary sciences. Techniques of literature collection. Forms and requirements for referencing sources. Copyright.  
Knowledge and use of programmes (educational, administrative) in institutions. practice in their use. Methodological overview and use of ICT tools (computer, projector, interactive whiteboard).

**Required and recommended literature:**

- Bakonyi Géza, Kokas Károly: Bevezetés a könyvtári informatika alapjaiba. Jatepress, Szeged, 2012. ISBN 9789634827641
- Bártfai András: Számítógéphasználat mindenkinek – Windows 10 és Office 2016 programokkal. BBS-INFO KÖNYVEK ÉS INFORM. KFT., Budapest, 2017. ISBN 9786155477539
- Tóth-Mózer Szilvia, Misley Helga: Digitális eszközök integrálása az oktatásba. Eötvös Lóránt Tudományegyetem. Budapest, 2019. ISBN 978-963-489-128-4

- Michael Miller: Computer Basics. Que Publishing; 9th edition, 2019. ISBN 978-0136498810

**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.
- 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.

**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: Norbert Beták, PhD., college professor assistant**

**Other teacher(s) involved in course: Pivók Attila, teacher of TEFL methodology**