

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 2	Credits: 5
Subject Classification: Compulsory	
Division of course content in theory and practice: 50% theory and 50% practice	
Types and number of lessons: 10 lectures +15 seminars <i>Language:</i> English Other methods used during the course: <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	
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• continuous, active participation during lessons• students' presentations, research work, project work	
Place of subject in the curriculum: third semester	
Prerequisites: Visual Education and Methodology 1	

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.

Required and recommended literature:

1. stmmsschool.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 gyerekrajzok 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 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: : Dr. Takács Szilvia Anett DLA college professor

Other teacher involved in course: : Bill McBrayer, English language teacher