

Külföldi intézmény neve:	Universidad de Córdoba
Erasmus kód:	E CORDOBA01
Kurzusinformáció:	http://www.uco.es/docencia/grados/modulos-bilingues#english-taught-courses
	http://www.uco.es/organiza/centros/educacion/es/grados/gr-educacion-primaria#bilinguee
	http://www.uco.es/organiza/centros/educacion/es/grados/gr-educacion-infantil#bilinguee

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művel	Félév
TANÍTÓ									
Theoretical and historical foundations of Primary Education	272060	ősz	tanító	To know the basics of Primary Education. To analyze the teaching practice and the institutional conditions that frame it. To know the historical evolution of the educational system in our country and the political, ideological conditions of the educational activity. To promote cooperative work and individual work and effort. To know and apply resources to address the demands of teaching without compromising one's emotional balance	Nevelélmélet	TT22NA06A02	tanító	nem	III
					Nevelélmélet	TT24NA06A05	tanító	nem	III
Organisation of educational centres	272061	tavaszi	tanító	1. To analyse the teaching practice and the institutional conditions that frame it. 2. To promote cooperative work and individual work and effort. 3. To participate in the creation of the educational project and in the general activity of the center according to criteria of management-quality and sustainability. 4. To know and apply resources to address the demands of teaching-work without compromising one's emotional balance. 5. To know the composition and functions of the management bodies as well as alternative organizations and the operation of the educational centers					
Psychology of School Coexistence in Primary Education	272063	tavasz	tanító	1. To know the psychological mechanisms of school "convivencia" 2. To know the fundamental aspects of emotional management and socio-moral development typical of the 6-12 years old. 3. To understand the nature of interpersonal relationships at school. 4. To detect possible problems that may affect school "convivencia" and design concrete proposals for intervention. 5. To review, analyze and promote programs and strategies for the construction of "convivencia" in the school and in the classroom.	Pedagógiai pszichológia	TT17NA06A08	tanító	nem	IV
					Pedagógiai pszichológia	TT24NA06A09	tanító	nem	V
Practicum I	100826	ősz	tanító	Objective 1: Know and reflect on the curricular and didactic decisions of the educational centre and the classroom where the students carry out their face-to-face internship. Objective 2: Observe and reflect on the social climate of the classroom and the existing interactions among the different members. Objective 3: Begin the process of educational research on their own practice by preparing a reflective document on the face-to-face internship period. Objective 4: Collaborate with the professional tutor in the planning and development of specific aspects.	Egyéni egyeztetés				

Didactics of Numerical Operations and Measurement	100816	tavaszi	tanító	<p>To define and to determine the psycho-pedagogical conditions in which the teaching-learning processes of the area in Primary Education have to be developed.</p> <ul style="list-style-type: none"> - To analyze the current curricular design of the area of Social Sciences within Primary Education. - To put students in contact with the most appropriate teaching materials and resources for the teaching of the Social Sciences, in such a way that they not only know their use, but are also capable of developing their own material. - To promote the research attitude of the future teachers regarding all the elements that intervene in the teaching learning process of Social Sciences in Primary Education. 					
Practicum II	100827	ősz / tavasz	tanító	<p>1. Contrast the knowledge acquired in the different degree subjects with the reality of schools and educational spaces, through the translation of this knowledge into criteria for the analysis of situations, cases or educational problems.</p> <p>2. Begin to practice professionally with special emphasis on the following facets of teaching work:</p> <ul style="list-style-type: none"> - Studying real situations to differentiate the particular circumstances of the context, centre and students to which the educational action has to be adapted. - Collaborate in the proposals suggested by the academic tutor. - Analyse the didactic elements present in the teaching-learning process. - Elaborate short, medium and long term plans in different fields: projects, centre, cycle and classroom programming; design of specific actions to address issues not dealt with in previous plans; solving unforeseen and immediate problems. <p>3. Execute programs and projects.</p> <p>4. Develop collaborative work skills necessary for the relationship with the students as well as with the Teachers.</p>	Egyéni egyeztetés				
Didactics of Social Sciences in Primary School Education	100811	ősz / tavasz	tanító	<p>To define and to determine the psycho-pedagogical conditions in which the teaching-learning processes of the area in Primary Education have to be developed.</p> <ul style="list-style-type: none"> - To analyze the current curricular design of the area of Social Sciences within Primary Education. - To put students in contact with the most appropriate teaching materials and resources for the teaching of the Social Sciences, in such a way that they not only know their use, but are also capable of developing their own material. - To promote the research attitude of the future teachers regarding all the elements that intervene in the teaching learning process of Social Sciences in Primary Education 					
Didactics of Experimental Sciences in Primary Education	100810	ősz / tavasz	tanító	<p>To acquire skills and competences for professional development of the student.</p> <ul style="list-style-type: none"> - To learn and understand the basic principles, fundamental laws, scientific methodology and teaching models of experimental science and its impact on educational practice. - To design and use appropriate teaching resources for teaching experimental sciences and also implement procedures and suitable activities in learning contexts. - Planning and evaluating teaching-learning processes in Experimental Science in Primary Education 					
Didactics of Physical Education	100825	tavasz	tanító	<p>To know that Physical Education is an area of knowledge that, due to its peculiarities, has its own teaching channels that are different to other disciplines.</p> <ul style="list-style-type: none"> - To have a theoretical understanding and practical experience of different interdisciplinary content of physical education in Primary Education, through an eminently playful procedure: the game. - To know and analyze the didactic intervention and its practical application. - To understand and develop classroom planning. - To know the evaluation process and its practical application To develop the reflective capacity in the students that will encourage collaborative and investigatory attitudes in future teaching professionals. 	Testnevelés és tantárgy-pedagógia III.	TT17NA11A04	tanító	nem	IV
					Testnevelés és tantárgy-pedagógiája 4.	TT24NA11A04	tanító	nem	IV
				<p>This subject aims to improve and strengthen the level of knowledge in the English language of the students of the Degree in Primary Education. The required level when finishing this subject, according to the Common European Framework of Reference for Languages, is B1 for the four basic skills: listening comprehension, oral expression, reading comprehension, and written expression. The main objectives of this subject are that students acquire, develop and improve their listening comprehension, oral expression, reading comprehension, and written expression in a</p>	Komplex nyelvi fejlesztés II.: nyelvtan	TT22NA01MT04	tanító	igen	IV

Foreign Language for Primary School Teaching Staff (English)	100818	tavaszi	tanító	and improve their listening comprehension, oral expression, reading comprehension, and written expression in a foreign language - English. Special attention will be devoted to those phonological, lexical, morphological and syntax aspects of the English language that tend to present more difficulties for Spanish native speakers. Due to the importance of English as the lingua franca, this subject also aims at providing students with tools to improve their knowledge in other subjects, as well as in their final project. Finally, this subject also includes an intercultural approach, so that students can be aware of the different situations of a second/foreign language classroom and understand the growing cultural diversity of our current society	Komplex nyelvi fejlesztés II.: nyelvtan	TT24NA01MT07	tanító	igen	IV
Practicum III	100828	tavaszi	tanító	Objective 1: To know and to reflect on the curricular and didactic decisions of the educational centre and the classroom where the students carry out their face-to-face internship. Objective 2: To observe and to reflect on the social climate of the classroom as well as on the interactions among the different members. Objective 3: To begin the process of educational research on their own practice by preparing a reflective document on the face-to-face internship period. Objective 4: To collaborate with the professional tutor in the planning and development of specific teaching aspects.	Egyéni egyeztetés				
Didactics of the Environment in primary education	100813	ősz / tavaszi	tanító	To understand and analyze the complexity of the concept of environment. - To analyze the footprint of human actions and the way they affect life quality. - To know, value and respect the environment and its elements. - To develop analytical skills to assess environmental problems from a critical point of view. - To promote committed attitudes with the defense, conservation and improvement of the environment	Környezetismeret tantárgy-pedagógia	TT22NA10A03	tanító	nem	IV
					Környezetismeret tantárgypedagógia	TT24NA10A03	tanító	nem	III
The Development of Multilingual-Multicultural Competence	100838	ősz	tanító	1. To become familiar with basic concepts about the relationship between multiculturalism and multilingualism. 2. To acquire the knowledge and mastery of the competencies assigned to the European profile of second language teachers. 3. To analyse the European language policy in the Common European Framework of Reference for Languages (CEFR). 4. To reflect on the intercultural and multilingual dimensions involved in language teaching and learning. 5. To foster and develop a critical stance towards policies, materials and other tools in education	A kétnyelvűség elmélete és gyakorlata	TT22NA01MT11	tanító	igen	III
					A kétnyelvűség elmélete és gyakorlata	TT24NA01MT04	tanító	igen	III
Second Language Methodology and Didactics	100839	ősz	tanító	To deal with specific curricular contents to teach a foreign language in different educational levels. To train students to be foreign language teachers. To analyze the different ways of assessment in teaching and learning process	Angol mint idegennyelv tantárgypedagógiája I.	TT22NA01MT12	tanító	igen	IV
					Angol mint idegennyelv tantárgypedagógiája II. és Évfolyamdolgozat	TT22NA01MT13	tanító	igen	V
					Angol mint idegennyelv tantárgypedagógiája I	TT24NA01MT06	tanító	igen	III
Foreign Language for the Classroom	100840	ősz	tanító	This course will help students to acquire a level of English that will allow them to properly develop their professional careers as teachers of English. This level has been defined by the Common Framework of Reference for Languages as B2. Therefore, this course is delivered as complementary to the course 'Lengua Extranjera para el Ejercicio de la Profesión Docente'	Angol tantárgypedagógia az osztálytermi gyakorlatban	TT22NA01MT16	tanító	igen	VIII
					Angol mint idegennyelv tantárgypedagógiája az osztálytermi gyakorlatban	TT24NA01MT15	tanító	igen	VII
Foreign Language for the Practice of the Teaching Profession	100841	ősz	tanító	The main goal of this course is to help students get acquainted with the CLIL approach. The update on methodological approaches for the teaching of non-linguistic content is nowadays a must for second-language teachers. This approach is being implemented across all European bilingual educational systems (from Early Childhood Education to Higher Education). Thus, this subject will help students to acquire the necessary knowledge on CLIL, required for their future teaching of content areas within bilingual contexts.	Komplex nyelvi fejlesztés I.- nyelvi készségek és nyelvtan	TT22NA01MT03	tanító	igen	III
					Komplex nyelvi fejlesztés I.: fonetika és nyelvtan	TT24NA01MT05	tanító	igen	III

Practicum I	100766	ősz	óvó	<p>Objective 1: Know the curricular and didactic decisions of the center and classroom in which the students carry out their face-to-face practices and reflect on them.</p> <p>Objective 2: Observe and reflect on the social climate of the classroom and the interaction between its members.</p> <p>Objective 3: Begin in the process of educational research on their own practice by preparing a document reflective on the face-to-face period of practices.</p> <p>Objective 4: Collaborate with the professional tutor (center-classroom teachers) in planning and developing specific aspects</p>	Egyéni egyeztetés				
Didactics of Natural Sciences in Pre-school Education	270047	ősz	óvó	<p>1. To know and to analyse the official curriculum of Early Childhood Education as model for the design of units of work in class lessons.</p> <p>2. To use students' knowledge in the process of teaching-learning as essential element, paying attention to a constructivist teaching with an active, participative and creative methodology.</p> <p>3. To reflect about the potentiality of the contents of Natural Sciences, as guides to other curriculum areas and its close relationship with the transverse matters.</p> <p>4. To develop skills and abilities to work as a team in order to promote the interchange of knowledge between future teachers.</p> <p>5. To acquire skills and abilities in relationship with the search, analysis and treatment of the information, including bibliographical and technological resources assessing the contribution to a better quality of life.</p> <p>6. To develop proposals of action (didactic units) in the corresponding areas of contents.</p> <p>7. To acquire and promote positive attitudes for the teaching of Natural Sciences in Early Childhood Education.</p> <p>8. To know, to elaborate and to use appropriate didactic resources for Natural Sciences teaching and to be able to apply procedures and suitable activities to learning situations.</p> <p>9. To acquire skills and abilities for the professional development of the student.</p>	Környezeti nevelés II.	ÓP22NA10A06	óvó	nem	III
					A környezeti nevelés módszertana	ÓP24NA10A03	óvó	nem	IV
Didactics of Social Sciences in Pre-school Education	270048	tavaszi	óvó	<p>To know and analyze the official curriculum of Early Childhood Education as model for the design of units of work in class lessons.</p> <p>-To use students' knowledge in the process of teaching-learning as essential element, paying attention to a constructivist teaching with an active, interactive, participative and creative methodology.</p> <p>-To reflect about the potentiality of the contents of Social Sciences, as guides to other curriculum areas and its close relationship with the transverse matters.</p> <p>-To develop skills and abilities to work as a team in order to promote the interchange of knowledge between future teachers as well to improve the critical thought.</p> <p>-To acquire skills and abilities in relationship with the search, analysis and treatment of the information, including bibliographical and technological resources assessing the contribution to a better quality of life.</p> <p>-To develop proposals of action (didactic units) in the corresponding areas of related contents.</p> <p>-To acquire and promote positive attitudes for the teaching of Social Sciences in Early Childhood Education.</p> <p>-To know, to elaborate and to use appropriate didactic resources for Social Sciences teaching and to be able to apply procedures and suitable activities to related learning situations</p>					
Didactics of the Environment in Pre-school Education	100759	tavaszi	óvó	<p>To understand and analyze the complexity of the concept of environment.</p> <p>- To know the integration of the environmental approach in the organization of the contents on the different levels of curricular application.</p> <p>- To acquire the skills in the preparation and exposition of experiences suited to the level of development of the child trying to motivate the creativity and curiosity to discover, observe and learn.</p> <p>- To know and value the natural, cultural, and historical patrimony of Andalusia, in order to identify the basic features that characterize it in the map of the Autonomous Communities</p>	A környezeti nevelés módszertana	ÓP22NA10A07	óvó	nem	IV
					A környezeti nevelés módszertana	ÓP24NA10A03	óvó	nem	IV

Health Psychology	100750	tavaszi	óvó	<p>Understand the concept of health from a biopsychosocial perspective and its repercussion in the educational context</p> <ul style="list-style-type: none"> • Understand the basic keys of the promotional and community interpretation of health raised by the WHO and the primary role of education in the process • Analyze the main factors that explain health behavior • Identify the basic needs of child development and the difficulties that may arise in the domains that affect the physical, mental and social well-being of boys and girls • Employ individual and collective health promotion strategies • Use available resources aimed at the prevention and educational promotion of health • Design and adapt a health program for a specific educational context • Know and apply data collection and evaluation techniques within health programs • Assess the impact of actions in the field of health in the short and long term, as well as their impact on different areas in which people develop 					
Practicum II	100767	ősz / tavaszi	óvó	<p>1. Contrast the knowledge acquired in the different degree subjects with the reality of schools and educational spaces, through the translation of this knowledge into criteria for the analysis of situations, cases or educational problems.</p> <p>2. Begin to practice professionally with special emphasis on the following facets of teaching work:</p> <ul style="list-style-type: none"> - Studying real situations to differentiate the particular circumstances of the context, centre and students to which the educational action has to be adapted. - Collaborate in the proposals suggested by the academic tutor. - Analyse the didactic elements present in the teaching-learning process. - Elaborate short, medium and long term plans in different fields: projects, centre, cycle and classroom programming; design of specific actions to address issues not dealt with in previous plans; solving unforeseen and immediate problems. <p>3. Execute programs and projects.</p> <p>4. Develop collaborative work skills necessary for the relationship with the students as well as with the Teachers.</p>	Egyéni egyeztetés				
Foreign Language for Early Childhood Education Teaching Staff	270052	ősz	óvó	<p>This course aims to improve and strengthen the level of English of the students in the last year of the Degree in Early Years Education. The required level when finishing this subject, according to the Common European Framework of Reference for Languages, is B2 for the five basic skills: listening comprehension, oral expression, reading comprehension, written expression and mediation.</p> <p>The main objectives of this course are that students acquire, develop and improve their listening comprehension, oral expression, reading comprehension, and written expression in English. Special attention will be devoted to those phonological, lexical, morphological and syntax aspects of the English language that tend to present more difficulties for Spanish native speakers.</p> <p>Due to the importance of English as the lingua franca, this course also aims at providing students with tools to improve their knowledge in other related courses.</p> <p>Finally, this course also includes an intercultural approach, so that students develop progressive awareness to understand, accept and promote cultural diversity.</p>	Fonetika, kiejtésfejlesztés	ÓP17NA01AM03	óvó	igen	IV
					Fonetika, kiejtésfejlesztés	ÓP24NA01AM07	óvó	igen	IV
Answers from Science to Children's Questions	100771	ősz	óvó	<p>At the end of the course, students must be able to:</p> <ul style="list-style-type: none"> - Understand basic scientific concepts and the natural processes responsible for our most immediate environment. - Use a specific vocabulary regarding basic scientific fields. - Cite the most relevant milestones and people in the history of scientific knowledge in relation to the natural world and natural processes. - Infer, from their knowledge of the history of science, the dynamic and mutable nature of scientific knowledge. - Pose hypotheses and design simple experiments with which to validate hypotheses. - Compare and evaluate the results of experiments. - Design didactic resources for early childhood education with a solid scientific base. - Search for, select and summarize verified scientific information. 					

Practicum III	100768	tavaszi	óvó	<p>Know the curricular and didactic decisions of the center and classroom in which the students carry out their face-to-face practices and reflect on them.</p> <ul style="list-style-type: none"> - Observe and reflect on the social climate of the classroom and the interaction between its members. - Develop educational research processes on the practice by developing a thoughtful document on the face-to-face internship. - Collaborate with the professional tutor in their work both at the center and classroom level, throughout the face-to-face period. The student will be collaboratively involved in the planning and development of the didactic proposal 	Egyéni egyeztetés
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