

Külföldi intézmény neve:	Dublin City University
Erasmus kód:	IRL DUBLIN04
Kurzusinformáció:	https://www.dcu.ie/sites/default/files/inline-files/iesax-list-of-modules-2024-2025_0.pdf
	Főként tanító szakos hallgatóknak!

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művel	Félév
TANÍTÓ									
Teaching Studies & Teacher as a Person	ED1027	ősz / tavasz	tanító	Teacher as Person: This component of the module seeks to provide students with an understanding of key global citizenship education issues and an opportunity to explore how these issues connect with their own lives and with children and teaching. The course is built around three foci: climate change, children's rights and identity. Identity is explored both theoretically and reflectively in relation to students' personal and professional development, their values and dispositions and interculturalism. Students consider how their identities shape their interactions with, and impressions of, schooling and students. The course models interactive, discussion-based and creative methodologies building students' collaborative, digital and reflection skills. Teaching Studies: This element of the module will introduce students to the important aspects of teaching and learning in the primary school and key elements of good professional practice in primary schools and classrooms. Students will have opportunities to reflect on their own experiences in schools and classrooms. This element of the module will introduce students to the important aspects of classrooms and teaching from various theoretical and practical perspectives. Students will be introduced to effective inclusive pedagogical strategies and approaches in primary classrooms, alongside the importance of building and fostering a positive inclusive classroom environment . Finally, this element of the module will support student to identify strategies for initiating and sustaining effective communication with parents/guardians, treorai, and other members of the school community. Respond to classroom behaviours in a appropriate ways conducive to encouraging children's learning Critically evaluate a range of pedagogical approaches that reflect current knowledge about children's learning and development and that are associated with inclusive teaching and learning Identify effective communication strategies to foster lasting and constructive partnerships with parents.					
Access, Disadvantage, Equality in Education	ES477 EDS1055	ősz / tavasz	tanító						
Foundations in Education and ECE	ED1011	ősz	tanító, óvó	This module explores issues related to children and childhoods in diverse contexts. It includes early childhood' education, constructions of childhood (sociology and philosophy) and psychology of education. Constructions of childhood will explore and problematize students' own understandings of children and childhood and engage these understandings from both a sociological and philosophical. These perspectives will explore how ideas about children and childhood have been constructed in different ways over time. The work of foundational thinkers in psychology regarding intellectual, social and emotional development will be analysed. There is a focus on the importance of school climate for the motivation, mental health and wellbeing of children and young people, while also recognising individual difference and cultural factors. Contrasting views of development are highlighted as is their relevance for teaching. In addition, students will also critically engage with a range of key theories, current policies and practices in the field of early childhood education. In particular there will be an emphasis on the critical roles of play and language for learning and development.	Nevelésemélet	TT22NA06A02	tanító	nem	III
					Nevelésemélet	TT24NA06A05	tanító	nem	III
Visual Arts and Music Education	ED1014	ősz	tanító	This module recognises the importance of the arts to human development and wellbeing. In the visual arts and music components students engage with particular strands of the arts primary curriculum to increase their confidence and competence in music and art. Visual Arts Education focuses on an introduction to the strands, drawing, paint and colour, and creating form with clay. Music Education focuses on an introduction to the strands, listening and responding, composing, and performing, via a practical exploration of the elements of music. Students develop insight into children's meaning-making in the arts and are introduced to the practical and theoretical aspects of teaching children at primary level.	Vizuális megismerés és esztétikai művészeti ismeretek	TT22NA12A01	tanító	nem	III
					Tárgykultúra technika kézművesség I	TT17NA09A01	tanító	igen	III
					Tárgykultúra, kézműves design és konstruálás	TT24NA12A03	tanító	nem	III
					Ének-zene és tantárgy - pedagógiája 3.	TT22NA02A03	tanító	nem	III
					Ének-zene és tantárgy-pedagógiája 2.	TT24NA02A02	tanító	nem	III
Mathematics Education	ED1022	ősz	tanító	Student teachers are invited to reflect on their experiences of learning in mathematics, with a view to teaching this subject in primary schools. They participate in practices and discussions to broaden and deepen their content knowledge in the subject with a particular focus on the strands of Measures and Data. A strong emphasis is placed on social constructivist approaches to teaching and learning. Students are provided with opportunities to engage in problem- and inquiry-based learning as a vehicle to explore and investigate, mathematical ideas. They also reflect on pertinent literature, collaborate on pedagogies, and begin to plan for children's learning of mathematics in the domain of Measures and Data.	A számolás tanítása, számkör-bővítések	TT17NA05A05	tanító	nem	III
					Geometria és tantárgy-pedagógiáj	TT17NA05A07	tanító	nem	V
					A számolás tanítása, számkörbővítések II.	TT24NA05A04	tanító	igen	III

					Geometria és tantárgy-pedagógiája	TT24NA05A06	tanító	igen	V
SESE, Hist & Geog, Sci Ed & SPHE & Wellbeing	ED1026	ősz	tanító	This module provides students with opportunities to develop their professional identity and agency through critically reflecting on and developing their pre-existing conceptual and pedagogical knowledge of science, history, geography and SPHE & Well-being. The module emphasises social constructivist approaches to teaching, learning and assessment in science, history, geography and SPHE & Well-being education and provides students with opportunities to experience and critically examine inclusive and creative learning activities, resources and teaching approaches. Throughout the module, emphasis will be placed on the use of a range of resources and reflective practice, including the outdoors and digital technologies. Students will also explore the links between research, planning, enactment of pedagogies and learning outcomes. Subject integration via cross curricular links to areas such as numeracy and literacy will be identified and promoted as appropriate.					
Religious Education and the Child	ED2018	ősz	tanító	This module enables students to study the way in which children's spiritual, moral and religious development shapes the experience of religious education. Students will study research in the psychology of religion, children's spirituality and faith development theory that enrich their understanding of children's participation in religious education. Students will build on the professional expertise gained in year one to develop a sense of creativity and innovation in their religious education practice. The Role of ICT in religious education practice will be explored. They will explore the Catholic approach to moral education in light of Christian ethics and international research in children's moral development.					
Drama & Physical Education	ED2019	ősz	tanító	The nature and purpose of the subjects of drama and physical education will be developed building on earlier experiences with particular reference to students' personal experience of drama and physical education. The role and significance of the body as a means of creative expression and communication together with motor skill development will be developed. Students will be supported in identifying and applying appropriate pedagogical approaches with an emphasis on aesthetic and physical literacies in the primary school context. Challenging, creative and motivating learning experiences will underpin the module as students are enabled to identify and create emotionally and physically safe environments for themselves and for children. Students will continue to be guided towards an understanding and appreciation of well-being and of experiences that can provide children with opportunities to develop a life-long interest in the arts, sport and physical activity.	Drámajátékok	TT22NA04A08	tanító	nem	VI
					Drámapedagógia és kortárs irodalom	TT24NA04A08	tanító	nem	VI
					Testnevelés és tantárgy -pedagógia II.	TT17NA11A03	tanító	nem	III
					Testnevelés és tantárgy-pedagógiája 3.	TT24NA11A03	tanító	nem	III
Foundations in Education	ED2025	ősz	tanító	This course focuses on a number of areas related to child development, wellbeing, schooling and society. The psychology component of the module focuses on key psychological issues for teachers' work in the classroom and school system with regard to conflict resolution skills, early school leaving prevention, bullying and substance abuse prevention. It highlights the range of schools of thought in psychology regarding approaches for intervention on these issues, including a critical approach to the strengths and weaknesses of the range of approaches. The History of Education lectures discuss State provision of education in Ireland from 1780 to 1922. A major theme of the lectures is the struggle between the State and the various Christian churches for control of Irish education. That struggle ended at the start of the twentieth century when a "compromise partnership" was established. The Social Context of Schooling component of the module seeks to introduce students to a range of contemporary topics and debates within the sub-field of sociology known as the sociology of education. Using a sociological lens, it explores some of the major issues confronting education today and addresses issues that are relevant to the day-to-day lives of teachers, parents, and children. It considers relationships among actors within schools (teachers, pupils, parents) and the impact of social contexts, national policies and pedagogical practices on children and learning. The SPHE and curriculum ethics components of the module seek to prepare students to teach SPHE and curriculum ethics in all primary schools. It examines social, personal and ethical dimensions of teaching and learning and helps student teachers to understand the importance of SPHE and ethics for children's well-being and agency in society. Underpinning concepts such as inclusion, self-esteem, democratic practice, equality, critical reflection and dialogue inform process and content choices in the module. Student teachers are enabled to use a range of pedagogical approaches which support the development of particular life skills (such as decision-making and personal safety) and critical and creative thinking skills about SPHE and ethics. The module draws on exemplar curricula and programmes in SPHE and ethical education from national and international contexts.	Nevelésemélet	TT22NA06A02	tanító	nem	III
					Nevelésemélet	TT24NA06A05	tanító	nem	III
					Pedagógiai Pszichológia	TT17NA06A08	tanító	nem	IV
					Pedagógiai Pszichológia	TT24NA06A09	tanító	nem	V
Literacy Education	ED2029	ősz	tanító	This module addresses the core skills and knowledge needed for integrating reading, writing and oral language in 1st to 6th class of the primary school, with a particular focus on fiction. The module addresses core skills for reading including the explicit teaching of word recognition (drawing on phonological, orthographic and morphological knowledge); teaching vocabulary; teaching comprehension (to include comprehension strategies, text structure); organising for teaching reading (on a whole-class; small group; individual basis). A particular focus is placed on developing children as writers of fiction (narrative and poetry) to include: essential writing skills and pedagogical approaches to teaching writing; Overview of writing genres in primary classrooms; cognitive and affective dimensions of literacy; importance of high quality classroom libraries and creating a literate environment. The module also addresses evidence-informed approaches to the assessment and teaching of spelling, dialogic approaches to support oral language development.	Komplex nyelvi fejlesztés I.: nyelvi készségek és nyelvtan	TT22NA01MT03	tanító	igen	III
					Komplex nyelvi fejlesztés I.: fonetika és nyelvtan	TT24NA01MT05	tanító	igen	III
					Országismereti beszédgyakorlat	TT22NA01MT05	tanító	igen	V
					Országismereti beszédgyakorlat	TT24NA01MT11	tanító	igen	V
				This module draws together theory and practice in the areas of Philosophy of Education, History of Education and Ethics and Education. It builds on the content of first,	Pedagógiai Pszichológia	TT17NA06A08	tanító	nem	IV

Children, their wellbeing and society	ED4010	ősz	tanító	second and third year modules in these areas and critically engages students with concepts related to childhood, wellbeing and society. Paradigmatic theorists from the disciplines are critically explored with students at an advanced level and with close readings of primary texts in the Philosophy component. Additionally, there is a strong emphasis on the application of these theories to educational practice and contexts, including the Irish contemporary context. History of Education is guided by the ESD principle of inclusion. It draws attention to those who have been forgotten by mainstream historians, especially children who suffered neglect and abuse in the distant past. It introduces new historical methods, which are designed to address ethical issues, e.g., whether historians have a moral duty to remember victims. Ethics and Education provides a pedagogical focus in this module, where students continue to build their pedagogical skills in the teaching of Ethics and ERB (Education about Religions and Beliefs) to children and to develop a critical understanding of the complexities of ethical and intercultural education in the primary classroom.	Pedagógiai Pszichológia	TT24NA06A09	tanító	nem	V
					Etika. Erkölcsi elemzések az első négyiskolaévben	TT22NA08A01	tanító	nem	III
					Kultúra, értékek, etika az iskolában	TT24NA08A02	tanító	nem	III
Special/Inclusive Ed & Social Inclusion	ED4013	ősz	tanító	This module aims to provide a foundation in the key principles of inclusion and inclusive practice. Specifically, this module will focus on (a) inclusion of children with special/additional educational needs and (b) social inclusion, with a view to developing student teachers' understanding of the factors that underpin and influence the creation of inclusive environments for all children.	Multietnikus, multikulturális társadalom, inkluzív nevelés	TT24NA08A04	tanító	nem	V
Schools as Communities	ED4014	ősz	tanító	This module provides students with the opportunity to engage with a set of issues that are connected to the quality of teaching and learning in our schools. The major focus is on the concepts of 'good'/'effective' schools. The criteria used to describe such schools and how such criteria are deployed in contexts where there is increasing emphasis on external accountability is examined. Students will explore the notion of schools as communities of learning and examine the link between these communities and the wider social context with particular focus on the legislative and policy framework. Key areas include: school governance and leadership; school organisation and teacher cultures, the role and involvement of parents; external and internal accountability (whole school evaluation, whole school evaluation management, leadership and learning and school self-evaluation); school development planning and policy and legislative frames.					
Mathematics Education 4	ED4055	ősz	tanító	This module is designed to provide student teachers with opportunities to explore issues relating to mathematics education, with emphasis on the Shape & Space strand of the Primary Mathematics Curriculum. Attention is paid to the meaningful integration of non-digital and digital tools. The focus is on the consolidation of prior learning (on the BEd programme) and the introduction of new knowledge and skills to extend the range of pedagogical approaches that can be incorporated into mathematics learning; in particular, inclusive practices are promoted with reference to progression in geometric thinking, and the creation, evaluation and critique of tasks to support these practices.	Geometria és tantárgy-pedagógiája	TT17NA05A07	tanító	nem	V
					Geometria és tantárgy-pedagógiája	TT24NA05A06	tanító	igen	V
Enabling Learning	ED4056	ősz	tanító	This module develops the Digital Skills of student teachers through the embedded use of digital technologies to support teaching, learning and assessment for all learners. As computational thinking and coding are to be embedded into the Revised Primary Curriculum, this module provides explicit opportunities for student teachers to explore new and emerging technologies for the primary classroom context. This module focuses on developing confidence and competence relating to key concepts, practices, perspectives and policy understanding through the design, writing, debugging and iterative development of simple programs and game environments/scenarios. Active engagement with the extant research literature and a range of new and emerging digital technologies in developing projects (e.g. Scratch, Micro:Bits, Minecraft Edu) enable students to critically assess, design and create cross curricular computational thinking and game-based learning activities to support teaching and learning at primary school level. Based on a broad and inclusive understanding of Classroom Assessment as the process of gathering, recording, interpreting, using and communicating information about pupils to aid valid and fair decision-making, this element of ED4056 builds on the foundational work of ED1017. Specifically, both courses explore complementary aspects of the Assessment for Learning (AfL) through Assessment of Learning (AoL) continuum to ensure that students are adequately prepared to engage collegiately and professionally, initially on Professional Placement (PP) and, later as graduates, with all key stakeholders in education including the children they teach. In light of the increasingly complex dynamics of the classroom, Classroom Assessment deliberately aims to support students' development of the adaptive expertise needed to align assessment, learning and teaching in their planning and practice successfully by (a) exposing them to evidence- and research-informed inclusive pedagogies linked with their foundational studies and (b) critical reviewing emerging opportunities and challenges in the field as identified in national and international research literature and experienced on PP.					
Curriculum Development	ES102 EDU1075	ősz	tanító						
Education for Sustainable Development	ES105 EDU1077	ősz	tanító		Környezet-, társadalmi -, és gazdasági fenntarthatóság	TT17NA10MT15	tanító	igen	VIII
					Környezet-, társadalmi -, és gazdasági fenntarthatóság	TT24NA10MT08	tanító	igen	VIII
Social & Personal Development with Communication Skills	ES125 EDU1056	ősz	tanító						
Psychology of Individual Difference & Diversity	ES217 EDU1093	ősz	tanító						

Values, Identity and Intercultural Learning	ES310 EDU1081	ősz	tanító							
Developing a Research Perspective	ES313 EDU1074	ősz	tanító		Kutatásmódszertan	TT22NA06A03	tanító	nem	IV	
					Kutatásmódszertan	TT24NA06A07	tanító	nem	IV	
Drama and Physical Education	ED1015	tavasz	tanító	The nature and purpose of the subjects of drama and physical education will be explored with particular reference to the Primary Curriculum (1999). The role and significance of the body as a means of creative expression and communication together with motor skill development will be explored. Students will be supported in identifying and applying appropriate pedagogical approaches with an emphasis on aesthetic and physical literacies. Challenging, creative and motivating learning experiences will underpin the module as students are enabled to identify and create emotionally and physically safe environments for children. Students will be guided towards an understanding and appreciation of well-being and of experiences that can provide children with opportunities to develop a life-long interest in the arts, sport and physical activity.	Drámajátékok	TT22NA04A08	tanító	nem	VI	
					Drámapedagógia és kortárs irodalom	TT24NA04A08	tanító	nem	VI	
					Testnevelés és tantárgy -pedagógia II.	TT17NA11A03	tanító	nem	III	
					Testnevelés és tantárgy-pedagógiája 3.	TT24NA11A03	tanító	nem	III	
Literacy Education in the Early Years	ED1021	tavasz	tanító	Students will critically examine current issues and international research on best practice in literacy in the Early Years. They will identify and critically evaluate the key components of an effective balanced language and literacy framework for the Early Years classroom. There is a focus on developing a range of essential literacy skills within authentic contexts in developmentally appropriate ways. Within workshops students will have the opportunity to explore a range of pedagogies with particular emphasis on the integrated nature of language learning and to develop knowledge of a range of assessment tools.						
Visual Arts & Music Education	ED2020	tavasz	tanító	This module builds on the fundamental elements covered in BEd1: appreciating, creating and teaching art and music. In art education the strands of print, construction, and working in fabric and fibre are taught with a focus on integration, digital media and assessment. The music component focuses on the three strands of the Primary School Curriculum in an integrated way. There is a special focus on understanding the practical and theoretical aspects of teaching children at senior primary level, and approaches to assessment in music education.	Tárgykultúra, technika, kézművesség II	TT17NA09A02	tanító	nem	IV	
					A vizuális nevelés tantárgy -pedagógiája	TT22NA12A02	tanító	nem	IV	
					Vizuális nevelés tantárgy-pedagógiája	TT24NA12A04	tanító	nem	IV	
					Ének-zene és tantárgy - pedagógiája 4.	TT22NA02A04	tanító	nem	IV	
					Ének-zene és tantárgy-pedagógiája 3.	TT24NA02A03	tanító	nem	IV	
Mathematics Education	ED2031	tavasz	tanító	This module will build on the theories of learning and teaching mathematics introduced in ED1022. There will be a focus on the conceptual understanding of the topics of Algebra, Data and Chance. Students will research and analyse key mathematical ideas of these topics and will explore appropriate teaching methodologies. They will critique schemes of work with an emphasis on how a child may experience these lessons. They will engage in collaborative group work to develop a progressional scheme on a topic in Algebra, Data or Chance and describe the characteristics of high-quality questions for the teaching of mathematics.	Gondolkodási módszerek	TT17NA05A06	tanító	nem	IV	
					Gondolkodási módszerek	TT24NA05A05	tanító	nem	IV	
Science Ed 2 & Early Childhood Education	ED2032	tavasz	tanító, óvó	This module builds on the learning experiences of students in BEd1. Student teachers are provided with opportunities to develop pedagogical content knowledge (PCK), and the skills necessary to research teaching and learning in Science and early childhood mathematics education across the continuum of early childhood and primary education. The importance of establishing prior, current and learned knowledge, understanding, skills and attitudes as well as addressing common alternative conceptions is highlighted. Opportunities are provided for students to bring a critical approach to readings, discussions, learning activities and teaching strategies. Inquiry-based approaches are explored from the perspective of children's curiosity, agency and engagement. Issues related to dispositional development, task design, learning tools, differentiation and assessment for learning are addressed as they pertain to children at different levels of the early childhood/primary school system. Reference is made, as appropriate, to Aistear: The Early Childhood Curriculum Framework and to the Primary School Curriculum.	Matematika és módszertana II	ÓP17NA05A02	óvó	nem	IV	
					Matematika és módszertana II	ÓP24NA05A02	óvó	nem	IV	
				This course is designed to support the teaching and learning of literacy from 1st to 6th class and to develop student teachers as agentic, critically reflective practitioners. A number of principles underpin the design and facilitation of the course: ● Literacy is a developmental process. ● The forms of language: listening, speaking, reading and writing are interrelated and are best taught in an integrated manner. ● Literacy learning is a strategic process: therefore children should be taught a number of word identification, comprehension and writing strategies to enable them to become independent readers and writers. ● Strategies should be taught using a Gradual Release of Responsibility Model ● Emphasis should be put on developing children's metacognitive awareness of strategies, at declarative, procedural and conditional levels of knowledge ● Literacy develops in a social context therefore teachers must plan for a variety of activities and groupings in response to text: paired work, small group work, co-	Komplex nyelvi fejlesztés II.: nyelvtan	TT22NA01MT04	tanító	igen	IV	
					Komplex nyelvi fejlesztés II.: nyelvtan	TT24NA01MT07	tanító	igen	IV	

Literacy Education 3	ED3049	tavaszi	tanítói	operative group work, independent work and time for the activity response to be shared with peers. ● Literacy requires motivation and develops over time. ● Children are viewed as active agentic learners who are capable of constructing meaning. ● Teachers are viewed as active and creative decision-makers who plan responsive instruction appropriate to the assessed needs of the children. The module focusses on non-fiction texts and addresses core skills for reading including the explicit teaching of word recognition (with a particular emphasis on morphology), fluency (prosody, accuracy and automaticity) and comprehension (to include comprehension strategies and text-structures appropriate for non-fiction texts). The module also supports children to be writers of non-fiction (to include biography, explanation, persuasive and report genres) and a particular emphasis is placed on project-based/inquiry approaches to literacy development where authentic contexts are provided for the integration of the three strands of the Primary Language Curriculum (oral language, reading and writing).	Országismereti beszédgyakorlat	TT22NA01MT05	tanítói	igen	V
					Országismereti beszédgyakorlat	TT24NA01MT11	tanítói	igen	V
Mathematics Education 3	ED3052	tavaszi	tanítói	Building on their learning and professional development in ED1022, ED2031, student teachers are provided with opportunities to further develop pedagogical content knowledge (PCK), and the skills necessary to research and analyse teaching and learning Mathematics with particular reference to the strand of Number. Students will bring a critical approach to readings, discussions, learning activities and teaching strategies. Key considerations in designing and teaching quality lessons in the content area of Number are explored from perspectives of important mathematical ideas and children's entitlements and roles in accessing them. Students engage with research-informed theoretical frameworks in relation to mathematics teaching and learning, and select and critique mathematical tasks on the basis of these frameworks. The analysis of lessons in primary schools forms a key part of the module. Students interrogate teaching and learning experiences to explore the links between planning, teaching, and learning outcomes. Approaches that emphasise pupil agency are foregrounded while problem-based learning, inclusion, pupil participation, curriculum linkage, and assessment for learning are addressed.	Gondolkodási módszerek	TT17NA05A06	tanítói	igen	IV
					Gondolkodási módszerek	TT24NA05A05	tanítói	igen	IV
ÓVODAPEDAGÓGUS									
Inquiry Based Learning in ECE	EC413X ECE1013	ősz	óvó						
Child Development 2	EC201X	ősz	óvó	This module builds on Child Development 1 (BECE101). In addition to further developing students understandings of communication and language in early childhood, this module will focus on how psychology as a discipline can inform our understandings of children's social, emotional and moral development, and of our practices as early childhood educators. It will focus in particular on how the environment and interactions can support early learning. Students will be equipped with an emerging understanding of children's social emotional and moral development from a developmental psychological perspective. The module will also aim to create awareness among students of the complex range of issues that require consideration in the process of early childhood education.	Pedagógiai pszichológia	ÓP17NA06A02	óvó	nem	III
					Pedagógiai pszichológia	ÓP24NA06A10	óvó	nem	III
Philosophy and Childhood	ECE1006	ősz	óvó						
Play and Learning 1	EC103X	tavaszi	óvó						
Outdoor Learning	EC204X	tavaszi	óvó						
Technology in Learning	EC305X	tavaszi	óvó	In this module students conceptualise early childhood curricula and planning for all children aged birth to six years. This module builds on Year 2 modules wherein students explore frameworks such as Aistear: The Early Childhood Curriculum Framework and Siolta: The National Quality Framework as well as a range of ECE curricula. Students discuss the importance of social and situated learning while recognising children's ability to lead their own learning. The students will explore a developmental, emergent approach to curriculum and planning. The module is framed by social constructivist theories (e.g. Vygotsky) as well as constructivist theories (e.g. Bruner). Students will discuss how adults can support the learning and development of babies, toddlers and young children. The relationship between curriculum and planning will also be explored.					