

Külföldi intézmény neve:	Hogeschool van Arnhem en Nijmegen
Erasmus kód:	NL ARNHEM27
Kurzusinformációk	<a href="https://www.hanuniversity.com/en/programs/exchange-program/education-in-international-perspective/program/#">https://www.hanuniversity.com/en/programs/exchange-program/education-in-international-perspective/program/#</a>

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művter	Félév
Tutoring : <b>MANDATORY FOR EVERYONE!</b>		ősz / tavasz	tanító	This module is a mandatory module for all international students enrolled in the Education in international Perspective course. The module is structured along your experiences so far in teaching and experiencing (Dutch) culture and internationalisation. Furthermore we will discuss the ways of teaching in your own country and in the Netherlands. We share ideas and theory about teaching and combine that with your own and new experiences in schools. During the semester we will talk about and participate in cultural activities. Starting with Dutch traditions, we come to share ideas of using cultural activities in classes and in lessons.	Országismereti beszédgyakorlat	TT22NA01MT05	tanító	igen	V
					Országismereti beszédgyakorlat	TT24NA01MT11	tanító	igen	V
Re-thinking (Dutch) Education		ősz / tavasz	tanító	The module is structured along two important components: theory and group work. In the theoretical part of this module we will discuss the history of Dutch Education and the various forms of alternative education (both traditional and more recent) that are in place such as Montessori, Petersen (Jenaplan), Steiner, Freinet, Dalton and the recent Reggio Emilia approach. After exploring the theoretical background of these educational concepts you will visit some of these "alternative" schools (where possible!). During the course you will work in small, multinational groups. In these school teams you are to design your ideal school for the future. During the class meetings you will reflect on your experiences and the various ideas on education and educational innovation. In the teams you subsequently contribute your developing ideas and exchange views on various topics in the field of innovative education such as: What is this school's philosophy and way of education, and why do they make different choices? What is innovation and what is learning? Are there alternative ways of learning and what is the role of the teacher in the 21st century? What is your own opinion on learning and teaching and how is it developing? During the final session your team is to present its ideal school design. This 15-minute presentation will be guided by both your own theoretical framework as well as your team's model. Presentations are to be engaging and multimodal e.g. video, song, activity, 3D model, etc. The presentation naturally involves all team members equally.	Pedagógiai tervezés	TT17NA06A06	tanító	nem	III
Performing Arts		ősz / tavasz	tanító	During this module you get to know people of different nationalities, from vastly different societies and cultures. The arts, too, can vary greatly from one society to the next. Every country has its own cultural identity. We can learn a lot about our different cultures by being respectful and tolerant of one another. What cultural influences do students bring with them from their home countries? We provide a safe learning environment in which you can investigate you own qualities – some of them obvious, some hidden. During the classes you will develop your acting skills and your musical talent. We will also refer to your own school practice in how to use drama and music. You begin with a preliminary investigation of different stylistic periods in history in your own and other countries. Each period has its own characteristics and styles in visual arts, theatre and music, and the developments from one period to the next have ultimately come together to result in the art forms that we know and appreciate today. You do this in a small group that includes students of at least three different nationalities. In the fourth class, you present this investigation as a group to the entire class. Final Performance: In the second part of this module, the group together writes a story to perform in front of the entire class, incorporating drama and live music The story can follow on from the topic of the preliminary investigation or revolve around a topical theme.	Dramajátékok	TT22NA04A08	tanító	nem	VI
					Drámapedagógia és kortárs irodalom	TT24NA04A08	tanító	nem	VI
Global Citizenship		ősz / tavasz	tanító	Today, more than ever before, the global is part of our everyday local lives. As citizens we are more connected than ever to others on every continent. We live in a diverse society with a rainbow of differences, in the classroom, our neighborhood, our country and in the world. Therefore, it is important that we learn how to deal with all these differences. Our world has become a 'global village'. What does that mean for myself and others? More and more, primary and secondary schools focus on Global Citizenship as part of their regular curriculum. They open their windows on the world and make school a training area for global understanding. The future asks for a sustainable and social responsible approach to pass the world on to the next generation. The content of the module Global Citizenship contains an insight in the perspectives of identity, diversity, globalization, sustainability, distribution, human rights, global involvement, peace and conflict. Are you interested in working on these challenging and varied windows on the world? Do you like to reflect on your own global citizenship? Do you think it's important to encourage youngsters and yourself to extend global knowledge and to develop skills and an attitude as a global citizen? Are you curious to know how you can do this personally and in your work as a teacher? Then you are gladly invited to get involved and to become aware of a wider world and your own role in it as a real world citizen.	A 21. század társadalma - családscziológia	TT22NA08A03	tanító	igen	VII
Classroom of Diversity		ősz / tavasz	tanító	In many countries, classrooms are becoming more and more diverse, in terms of learning abilities, as well as with respect to social, cultural and ethnic backgrounds. As a teacher, you will have to deal with all these differences. This module focuses on cultural diversity and diversity in ways of thinking. Two different models of intercultural communication will be studied. Both models will help you as a future teacher to better understand how communication works and how you may deal with the intercultural climate in a classroom. Practical assignments will help you to translate the theoretical framework into classroom activities. The module consists of three components of two sessions each. ▯ Intercultural communication ▯ Intercultural education ▯ Philosophizing with Children. After these classes there is one workshop session in which you work on your project and one final session in which the designed projects will be presented and assessed.	Inter- és multikulturális nevelés	KB06MN01	tanító	nem	kötelezően választható
					Multietnikus, multikulturális társadalom, inkluzív nevelés	TT24NA08A04	tanító	nem	V

EAT, PRAY, LOVE: Eastern examples for living and teaching		ősz / tavasz	tanító	What can we learn from Eastern ways of living and how can we teach about it? How can we pupils in secondary and primary education let experience culture and spirituality in an open minded way? Today the Middle East is a breaking news subject. In this course we examine how to explore, teach and experience the rich history, culture and religion of the Middle East. In this module the student will focus on several subjects as there are: • Students will be introduced to the cultural history and the variety of cultural groups of the Middle East and to the religion Islam and its mystical roots. By focusing on diversity students will be able to create more sense- and meaningful education for different pupils. • Using travelogues, paintings, photographs and cartoons students will compare historic representation of European cultural consciousness of Near Eastern antiquity and the Middle Eastern societies. They discover how the story of the Middle East has been influenced by outsiders who told it through the soft bias of their own culture and cultural perceptions. Students ask about the same soft influences in our times and develop greater savvy in identifying biased sources. • Students learn how to understand and teach religion in a pluralistic world by zooming in on examples from the world of the Islam and Sufism. They will closely analyze documentaries and religious artifacts to develop and experience an understanding of the spiritual identity of people of the Middle East. Hereby they learn how to understand and teach religion in a pluralistic world in general. In all subjects students examine and enrichen their own cultural, historical and spiritual knowledge and reflect on how to teach children in these subjects.	A velünk élő népek kultúrája I-II	KB08MN07 / KB08TN02	tanító	nem	kötelezően választható
Teacher Identity		ősz / tavasz	tanító	Identity is a key concept for every teacher. Which teacher do you want to be and who inspirers you on this way? Which life experiences did influence your personality and how does this work through on your pedagogical leadership? By using a metaphor to express the dynamics of identity we will deepen out several aspects of our personal and professional identity. We examine who the 'giants' are on whose shoulders we want to stand as future teachers.			tanító		
IT in the Classroom		ősz / tavasz	tanító	Why IT? Society is changing and becoming more digital. We no longer train students for the industrial age but for professions that we often do not yet know. Education must therefore change and pay more attention to 21st century skills. The skills of collaboration, creativity, ICT literacy, communication, problem-solving ability, critical thinking and social and cultural skills are important. A committed, entrepreneurial and curious attitude also comes in handy in the 21st century (knowledge network). ICT literacy is therefore one of the skills that students must master. However, ICT can also be a valuable addition to enriching the learning environment when learning other competencies and when learning professional knowledge. In this course we will mainly teach you how to use ICT to enrich your education. In the future you will hopefully also have time to think about new possibilities. We believe that IT can help shape education in a different way, whereby the learning environment becomes more authentic and we can connect more with the passions, interests and motivation of students. We are less focused on standardization and measuring knowledge, and we start to collaborate more with others, also outside the school.	Digitális kultúra tantárgy -pedagógia 1.	TT22NA03A03	tanító	nem	IV
					Digitális kultúra tantárgy -pedagógia 2.	TT22NA03A04	tanító	nem	V
					Digitális kultúra tantárgy-pedagógia 1.	TT24NA03A02	tanító	nem	IV
					Digitális kultúra tantárgy-pedagógia 2.	TT24NA03A03	tanító	nem	V
Mathematics & Literacy development in an inclusive classroom		ősz	tanító	The students: Are able to do skillful calculations; Are able to solve daily-life math problems; Know the principles and characteristics of Realistic Mathematic Education (RME), as developed in the Netherlands; Know the most important components and inclusive difficult learning thresholds of the math curriculum from 4 to 14 years in the Netherlands; Are able to recognize good contexts for developing mathematical models, with formal operating as a goal; Are able to reason and solve problems	A számolás tanítása, számkörbővítések	TT17NA05A05	tanító	nem	III
					Gondolkodási módszerek	TT17NA05A06	tanító	nem	IV
					Gondolkodási módszerek	TT24NA05A05	tanító	nem	IV
Holocaust and Genocides in Education		tavasz	tanító	In this module students will explore various aspects of the historical and historiographic context of the Holocaust and other genocides during the twentieth century. This includes museum politics and representations, pedagogical approaches as well as memory cultures. Different visual resources on the Holocaust, genocides, antisemitism, racism and prejudice in general will be discussed. We will visit some memorial institutions in the Netherlands, such as The Jewish History Museum and the Anne Frank House in Amsterdam and Memorial Centre Camp Westerbork (all subject to change). In addition, students may attend (optional for the first module) a six-day seminar (under supervision) in the National State Museum in Auschwitz-Birkenau and the city of Cracow (Poland). <b>Module I: Holocaust and Genocides in the Twentieth Century (7,5 ECTS credits):</b> History of Judaism and Antisemitism; Holocaust and Holocaust Denial; Sinti and Roma during World War II; Genocides: Armenia, Bangladesh, Cambodia, Rwanda, Bosnia; <b>Module II: Holocaust and Genocides in Education, Museums and Arts (7,5 ECTS credits):</b> Pedagogical aspects of teaching traumatic history; Multicultural classrooms and genocides; Holocaust and Genocides in literature, films, graphic novels and music; Collective memory representations; Seminar in Auschwitz-Birkenau and Cracow (Poland); Teaching method	Múltismeret és Múzeumpedagógia	KB19-08M07	tanító	nem	kötelezően választható
Dutch Culture and Society		tavasz	tanító	Students who opt to study abroad are usually open to new challenges and drawn to the unknown. But as we all know our view and perception on other cultures and countries is mainly based on stereotypes and prejudices. Conceptualizing a different culture and society is extremely complex. Observation isn't sufficient to stretch the framework of reference. The views, mentality and customs of a different country require a closer exploration. This course will present the Dutch and their society from different angles and perspectives and provide comparisons with other cultures. This makes it interesting for Dutch and international students alike. During this course we focus on different approaches to explain the host-country's footprints. Water, wind and swamps; a curse or a blessing? (geographical footprint); Country of refugees, Priests and Merchants (historical footprint); Polder model; how to manage a densely populated and divided country (political footprint); Tiny country but so diverse (Visiting the Dutch Open Heritage Museum (cultural-historical footprint); Country of Tolerance or Pragmatists and Control freaks (social-historical footprint); Daily life in the Netherlands (social footprint); Tour to the West (3 days excursion) (see remarks)	Országismereti beszédgyakorlat	TT22NA01MT05	tanító	igen	V
					Országismereti beszédgyakorlat	TT24NA01MT11	tanító	igen	V