

Külföldi intézmény neve:	Université d'Orléans
Erasmus kód:	F ORLEANS01
Kurzusinformációk:	<a href="https://www.univ-orleans.fr/fr/inspe/formation/professeur-des-ecoles/le-master-meef-1er-degre">https://www.univ-orleans.fr/fr/inspe/formation/professeur-des-ecoles/le-master-meef-1er-degre</a> <a href="https://www.univ-orleans.fr/fr/inspe/international/istep-international-students-teacher-education-program">https://www.univ-orleans.fr/fr/inspe/international/istep-international-students-teacher-education-program</a>

Modul	Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művter	Félév
ANGOL NYELVŰ KURZUSOK (tavaszi félév)										
Teaching Academic Subjects	Physical Education	EC1	tavasz	tanító	<b>Objectives of the course:</b> Designing a PE lessons unit: setting an objective, highlighting teaching content, handling didactic variables - Leading a PE lesson: professional gestures to supervise a class group, group management, communication, pedagogical differentiation - Discover the physical and artistic activities that embody the culture of the countries of the students on the course <b>Content of the course:</b> - 3-hour tutorial: design a PE lesson / determine the support physical and artistic activities for the semester (the group of students will propose 4 activities, each representative of the culture of one of their countries of origin, in order to have the other members of the group practice them) - 8-hour tutorial: a group of students prepares and leads a PE lesson based on one of the 4 physical and artistic activities - 3-hour tutorial in the form of an "open door" for other INSPE students, upon registration: during this intervention, ISTEP students will lead a workshop in order to offer it to other INSPE students (prior registration)	Testnevelés és tantárgy-pedagógia III.	TT17NA11A04	tanító	nem	IV
						Testnevelés és tantárgy-pedagógiája 4.	TT24NA11A04	tanító	nem	IV
	Maths	EC2	tavasz	tanító	<b>Objectives of the course:</b> - Develop or reinforce knowledge of the numbering system - Analyse several techniques to make relevant teaching choices - Observe classroom practices and analyse them before and after <b>Content of the course:</b> - 1st phase: study of operating techniques o Distance learning: research into the operating techniques taught for the four operations on integers and decimal numbers in the students' countries of origin o in-person: presentation of the different techniques depending on the country, analysis of the mathematical properties involved - 2nd phase: study of French classroom practices o in-person: a priori analysis of classroom sessions o Visit: observations in ordinary classes o Distance learning (in small groups): a posteriori analysis of the sessions observed o in-person: presentation of the analyses <b>Description of the course:</b> - 2 x 3-hour tutorial: presentation of the different techniques used in different countries, analysis of the mathematical properties involved - 2-hour practical work: a priori analysis of the sessions to be observed - 2-hour practical work: observation of a classroom session involving the learning of an operating technique - 2-hour practical work: a posteriori analysis of the sessions observed (difference between what was planned and what was actually done, professional gestures, effects of didactic choices on the mathematical activity of the pupils).	Gondolkodási módszerek	TT17NA05A06	tanító	nem	IV
						Gondolkodási módszerek	TT24NA05A05	tanító	nem	IV
	Science	EC3	tavasz	tanító	<b>Objectives of the course:</b> - Identify the issues involved in teaching sciences in primary schools in France: analysis of what is prescribed and the institutions that promote sciences in France - Explore the similarities and differences between science curricula in the countries of origin of students - Analyse resources for primary school science teachers - Design and implement teaching-learning situations in science, French and/or English: language approaches and scientific practices. <b>Content of the course:</b> Distance and in-person lessons Museum visits/scientific meetings Partnership with nursery and elementary schools	Környezetismeret tantárgy-pedagógia	TT22NA10A03	tanító	nem	IV

Languages	EC4	tavasz	tanító	<b>Objectives of the course:</b> - Knowing the processes that take place when learning a second language - Knowing how modern languages are taught in France - Analysing methods of teaching modern languages in other countries - Knowing the main points about CLIL in order to design a CLIL learning unit <b>Content of the course:</b> - Study and analysis of reference texts for the teaching of foreign languages in France: CEFR, syllabuses, the link between language and culture - Presentation by students on teaching methods in their country of origin - Study of the different stages of learning: content of a session and a unit, link with the processes that take place when learning a second language - Studying CLIL units, links with main points in CLIL teaching <b>Description of the course:</b> 2-hour tutorial: The CEFR and modern languages syllabus in France, processes when learning a second language 2-hour tutorial: The teaching of foreign languages in other countries, contrastive analysis 2-hour tutorial: Analysis of a CLIL unit and a session + main points in CLIL teaching 3-hour tutorial: Building a CLIL teaching unit	Komplex nyelvi fejlesztés II.: nyelvtan	TT22NA01MT04	tanító	igen	IV
					Komplex nyelvi fejlesztés II.: nyelvtan	TT24NA01MT07	tanító	igen	IV
					Angol mint idegennyelv tantárgypedagógiája I.	TT22NA01MT12	tanító	igen	IV
					Angol mint idegennyelv tantárgypedagógiája III.	TT22NA01MT14	tanító	igen	VI
					Angol mint idegennyelv tantárgypedagógiája II.	TT24NA01MT08	tanító	igen	IV
Literature	EC5	tavasz	tanító	<b>Objectives of the course:</b> - Enrich one's literary knowledge in an intercultural perspective. - Develop an educational project linked to literature for primary school pupils (discovering Harry Potter themes, creating a pedagogical literary sequence, developing analysis skills around literacy sequences). <b>Content of the course:</b> - Didactics of literature at all stages of the primary school. - Knowledge of literature programmes in the French curriculum. - Comparative study of the teaching of literature according to the countries of origin of the students: time allocated in the curricula and learning contents. - Learning to design pedagogical units and sessions. - Implementing units and learning sessions. <b>Description of the course:</b> 2-hour lecture: teaching literature to pupils aged 3 to 11 in France. 2-hour lecture: discovering Harry Potter as a committed novel (link with George Sand - a committed local artist: participation in democratic life, common values, civic commitments). 2-hour tutorial: oral presentations by students on the teaching of literature in their respective education systems. 2-hour tutorial: presentations of examples of projects to be implemented in primary classes. 2-hour practical training: preparing a literature lesson for a primary class, during their placement in school: implementing the prepared lesson. 2-hour practical training: oral presentations of the lesson implemented during the placement. 2-hour practical training: analysis of literature lessons implemented by primary school teachers.	Angol nyelvű gyermekirodalom I	TT22NA01MT07	tanító	igen	IV
					Angol nyelvű gyermekirodalom I	TT24NA01MT09	tanító	igen	IV
					Angol nyelvű ifjúsági irodalom	TT22NA01MT09	tanító	igen	VI
					Angol nyelvű ifjúsági irodalom	TT24NA01MT13	tanító	igen	VI
Using games in classroom	EC1	tavasz	tanító	<b>Objectives of the course:</b> - Knowing how to analyse the advantages and limits of using board games to build learning - Designing an educational game <b>Content of the course:</b> - Contributions on the use of games in the classroom, discovery of several types of game - Face-to-face and distance learning: development of an educational game <b>Description of the course:</b> - 3-hour tutorial: games in the classroom, advantages and disadvantages - 2-hour practical work: development of an educational game in small groups - 3-hour practical work: presentation and analysis of the games developed					

Teaching in a different way	Outdoor learning	EC2	tavaszi	tanító	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>- Discovering local and universal heritage: the Loire (UNESCO World Heritage site)</li> <li>- Understanding the challenges of learning outside the classroom</li> <li>- Project-based teaching and working in partnership to build an educational project with pupils.</li> </ul> <p><b>Content of the course:</b></p> <p>Preliminary note: This training period at the beginning of the semester could also be used to bring the group together. Linked with the module on European identities (particularly as the students would be arriving in Blois), it would provide an opportunity to look at questions of heritage, the school outside.</p> <ul style="list-style-type: none"> <li>- 6-hour tutorial Introduction: description of the module, initial representations / questions . Knowledge of the Loire as heritage - The issues involved in educating, particularly education for sustainable development - Cycle test - Study of the route with geographical and heritage elements.</li> </ul> <p>Day 1: Orléans - Beaugency (visit) – overnight</p> <p>Day 2: Beaugency – Blois</p> <p>Day 3: return by train Blois-Orléans + Conclusion on these 2 days:</p> <p>Review of the issues involved in educating to... + transfer into teaching practice</p>					
	On-stage expression	EC3	tavaszi	tanító	<p><b>Objectives of the course:</b></p> <p>Based on artistic practice:</p> <ul style="list-style-type: none"> <li>- learning to position oneself in space and to place one's voice;</li> <li>- managing a group's interventions;</li> <li>- building the rhythm of a session to encourage attention.</li> </ul> <p><b>Content of the course:</b></p> <ul style="list-style-type: none"> <li>- Learning how to create a magical effect and stage it (with practice outside the sessions)</li> <li>- Performance</li> <li>- Linking with classroom practice</li> </ul> <p>Description of the course:</p> <ul style="list-style-type: none"> <li>- 2-hour practical work: presentation and learning of a magic effect in groups</li> <li>- 2-hour practical work: contributions and reflections on questions of placement in space and voice placement</li> <li>- 2-hour practical work: contributions and reflections on audience management (understanding of instructions, unexpected interventions, rhythm)</li> <li>- Performance in front of the other INSPE students</li> <li>- 3-hour practical work: analysis of class videos to make links between artistic experience and professional gestures.</li> </ul>					
	Mentoring	EC4	tavaszi	tanító						
	European identities	EC1	tavaszi	tanító	<p><b>Objectives of the course:</b></p> <p>Based on artistic practice:</p> <ul style="list-style-type: none"> <li>- learning to position oneself in space and to place one's voice;</li> <li>- managing a group's interventions;</li> <li>- building the rhythm of a session to encourage attention.</li> </ul> <p><b>Content of the course:</b></p> <p>Principles of the course:</p> <ul style="list-style-type: none"> <li>- The course is based on existing INSPE partnerships such as the one with the CERCIL (Centre d'étude et de recherche sur les camps d'internement du Loiret) and could enable new ones to be developed (such as Maison de l'Europe in Tours)</li> <li>- Rather than starting from what divides us, identify what brings us together: the Europeanisation of Europeans + the concept of "shared memories"</li> <li>- Possible links with History of the Arts, the "European Heritage" label created in 2005</li> </ul>	Országismereti beszédgyakorlat	TT22NA01MT05	tanító	igen	V

Thinking a European Teacher identity					<p>- Relationship between visits and class time</p> <p>Presentation organised exclusively around two key periods:</p> <p>Two days of visits: one day in Blois or Amboise + one day: CERCIL in the morning and the Pithiviers camp in the afternoon</p> <p><b>Description of the course:</b></p> <p>2-hour lecture : Why think about a European identity? Collection of representations. The place of European identity in the programmes of the different European countries, the aims targeted + setting up of the project: identify the common points in each country + definition of heritage</p> <p>3-hour tutorial : Preparation for visit 1: Questions on the historical and heritage levels. Building up knowledge</p> <p>6-hour tutorial : Day-long visit</p> <p>3-hour tutorial : Feedback on the visit: report on the visit + reflection on the limits and benefits of project-based teaching for learning and the professional skills of the teacher in implementing it.</p> <p>3-hour tutorial conclusion: Preparation of the European distance learning day (9 May): maintaining links with students after the first semester and strengthening links with partners. Digital integration, e.g. e-twinning</p>	Országismereti beszédgyakorlat	TT24NA01MT11	tanító	igen	V
	Unfamiliar cultures through art	EC2	tavasz	tanító	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>- meeting artists, teachers, local residents</li> <li>- learning about and promote the diversity of cultural spaces and languages.</li> </ul> <p><b>Content of the course:</b></p> <p>Workshops to enable young people to reach out to others</p> <ul style="list-style-type: none"> <li>- through artistic practice, by expressing their feelings and overcoming their language difficulties</li> <li>- through sharing, by presenting visual and sound creations to the community at large (local, cultural, educational, etc.)</li> </ul> <p>Theoretical presentations on interculturality</p> <p>The content and different methods will introduce technical skills and methods of expression that respect the individuality of each person</p> <p><b>Description of the course:</b></p> <p>Art lessons at the INSPE and in schools</p>	A vizuális nevelés tantárgy-pedagógiája	TT22NA12A02	tanító	nem	IV
						A vizuális nevelés tantárgy-pedagógiája	TT24NA12A04	tanító	nem	IV
	Introduction to research (for foreign students only)	UE 2.5	tavasz	tanító	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>- You will discover the importance of linking research and practice.</li> <li>- You will learn how to conduct a bibliographical search, extracting from an article or chapter the elements specific to your research.</li> <li>- You will learn how to problematise your questioning and formulate hypotheses</li> </ul> <p><b>Content of the course:</b></p> <p>Making the link between research and practice (through the investigative approach, for example).</p> <p>From a question in the field to a problem and hypotheses: defining a problem based on questioning.</p> <p>Targeting hypotheses in relation to the problem</p>	Kutatásmódszertan	TT22NA06A03	tanító	nem	IV
						Kutatásmódszertan	TT24NA06A07	tanító	nem	IV

	School placement	UE 2.6	tavaszi	tanító	<p><b>Objectives of the course:</b></p> <ul style="list-style-type: none"> <li>- To be familiar with the processes involved in acquiring a second language, taking into account the diversity of pupils</li> <li>- To be familiar with the fundamentals of bi/multilingualism in order to integrate them into their teaching</li> <li>- To be familiar with the fundamentals of CLIL teaching in order to run CLIL classes</li> <li>- To be able to propose a project aimed at intercultural education.</li> </ul> <p><b>Content of the course:</b></p> <ul style="list-style-type: none"> <li>- Courses prior to a placement in CLIL primary school</li> <li>- Observations in CLIL primary school</li> <li>- Work in CLIL primary school:</li> <li>- Prepare and lead at least 1 session in a subject</li> <li>- Propose and lead a project to develop intercultural education</li> </ul> <p><b>Description of the course:</b></p> <ul style="list-style-type: none"> <li>- 1-hour lecture + 2-hour tutorial : Knowledge of the processes involved in acquiring a second language, including differentiation according to needs</li> <li>- 1-hour lecture + 2-hour tutorial : Knowledge of the fundamentals of bi/multilingualism in order to incorporate them into teaching</li> <li>- 1-hour lecture + 2-hour tutorial : Knowing the fundamentals of CLIL teaching in order to run CLIL classes that include pupils with special needs</li> <li>- 3-hour tutorial : Preparing a project aimed at intercultural education (before the placement in the CLIL school)</li> <li>- 3-hour tutorial : Feedback from the placement, analysis of practices</li> </ul>	Egyéni egyeztetés!				
	Learning French as a foreign language (for foreign students only)	UE2.8	tavaszi	tanító	International students will develop their skills in French, or start learning the language if they are beginners. The French meetings will revolve around conversations and exchanges aiming at improving the fluency of every student, whatever their initial level.	Francia nyelv I-III	SZABV19-00-3 SZABV19-00-4 SZABV19-00-5	tanító	nem	kötelezően választható