

Külföldi intézmény neve:	Mary Immaculate College
Erasmus kód:	IRL LIMERIC04
Kurzusinformáció	https://www.mic.ul.ie/sites/default/files/2024-03/ECCE-Modules-2024-25.pdf
	https://www.mic.ul.ie/sites/default/files/uploads/617/Education%20Module%20Offerings%20for%20International%20Students%2024-25.pdf

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művel	Félév
Beginners Irish Language (Gaeilge ab initio)				Gaeilge ab Initio is an Irish language course for beginners, concentrating on the spoken language. The emphasis is on the basic communication skills and grammar of the language, allowing the students to converse in Irish on matters concerning themselves and their interests. Course content includes: background and history of the Irish Language; Irish language today; Irish mythology; introduction to Irish place-names and Gaeltachtaí (Irish-speaking areas).					
English as a Foreign Language/ English for Academic Purposes				Courses in English language are offered in both the Autumn and Spring semesters. These modules are designed to meet the language needs of intermediate to advanced non-native speakers of English studying at university level. Students are assigned to the appropriate module based on their language proficiency. Language needs analysis is conducted to tailor course content to respond to students' requirements. Each course is worth 6 ECTS.	Idegen nyelv pedagógus-jelölteknek I-IV	KBN01KV01-04	bármelyik	kötelezően választható	bármelyik
TANÍTÓ (PRIMARY EDUCATION)									
Child as Learner 1: Developmental Psychology, Theory and Practice	EDU118	ősz	tanító	This module seeks to develop student teachers' professional values, skills & practice, and knowledge & understanding with regard to understanding and supporting children and their development. The module will place emphasis on the child as learner, with due regard for the unique role of the teacher in providing for the holistic development of students. In particular, the module will enable student teachers to understand and critique current thinking on human development and learning, with specific focus on relevant theories of child development and learning and the application of theory to practice.	Pedagógiai problémátörténet	TT24NA06A06	tanító	nem	III
Digital Technologies 1	EDU117	ősz	tanító	There exists an accelerating emphasis on the fundamental role of initial teacher education within a system-wide structured approach to embedding digital technologies across the continuum of teacher education (Revised Standards for ITE Programmes). Consequently, student teachers need to be empowered to harness the opportunities afforded by digital transformation in order to develop relevant competences as responsible, critically engaged, and autonomous learning professionals within a digital sphere. These professional competences refer to both knowledge of and attitudes towards digital technologies (DEAP 2021 – 2027), as well as the use of digital technologies to enhance pedagogical practice (Digital Strategy for Schools 2027).	Digitális kultúra tantárgy-pedagógia 1.	TT24NA03A02	tanító	nem	IV
Foundations for Teaching and Learning 1: Schools and Society	EDU116	ősz	tanító	The purpose of this module is to provide students with a knowledge and understanding of the factors that have shaped the Irish education system from a sociological, historical and philosophical perspective. It provides a setting in which participants can engage with the ideas of key philosophers, sociologists, and historians in order to enhance their understanding of the Irish education system, locate it in context, and think critically about it. As an integrated module incorporating the disciplines of History of Education, Sociology of Education, and Philosophy of Education, this module will equip students with a better understanding of the current education system and how it came to be. It will also challenge participants to think critically and creatively about the future direction of education in Ireland and the active role they can play in shaping this future.					
Language Education 1 (English): Supporting Integrated Learning Across the Curriculum	EDU113	ősz	tanító	The purpose of the pedagogic element of this module is to introduce students to the foundational competencies required for the effective teaching of English Language and Literacy at primary level, with a specific focus on critical factors underpinning the development of children's proficiency in oral language, reading and writing competence in the primary years. The professional English component of this module will focus on the development of the student teacher as a competent language user.	Komplex nyelvi fejlesztés I.: fonetika és nyelvtan	TT24NA01MT05	tanító	igen	III
Mathematics Education 1: Developing Critical Mathematical Literacies to make Sense of the World	EDU114	ősz	tanító	This module prepares preservice teachers to teach the strand unit of Shape and Space and Data and Chance. The developmental approach taken in the module models the trajectories of primary learners as they engage in reasoning about the mathematical concepts. The inquiry-based learning approach develops critical thinking skills and key pedagogical practices that promote the development of conceptual understanding. The use of video case studies provides valuable insights into the enactment of these mathematical practices in primary classroom settings. A situated learning perspective underpins the Data and Chance component, wherein the mathematical and pedagogical foci model the activity within the discipline of statistics. Critical to this is real-world data and engagement in statistical investigations, which support the development of statistical literacy, leading to informed decision-making and contributing to active citizenship. Cognitive frameworks of learning underpin the geometric concepts addressed in the Shape and Space component of the module. Critical to this module is the development of the teacher as a digital learner through the use of technology to support exploration and manipulation of geometric spaces, probabilistic simulations and access to and analysis of real work data sets.	Gondolkodási módszerek	TT24NA05A05	tanító	nem	IV
Creative Arts 2: Equality, Empowerment, Embodiment and Expression	EDU223	ősz	tanító	Creative Arts 2 will develop the work begun in Creative Arts 1. The purpose of this module is to develop and expand students' knowledge and understanding of pedagogical content and methodologies relevant to teaching in the arts. Students will continue to critically reflect upon and enquire into their own practice and learning experiences through engagement in making, performing and responding to each art form. The experience of making and researching will inform and develop skills of enquiry to inform their professional practice. Students will be encouraged to integrate principles and theories of education, arts education and consider a variety of cross- curricular links and themes and how these are related to life experiences. The module will be experiential in nature and students will encounter a variety of methods and approaches to enable them to deal with issues (as they relate to arts education) such as assessment, classroom management and special educational needs	Tárgykultúra, kézműves design és konstruálás	TT24NA12A03	tanító	nem	III

Including Every Child 1	EDU220	ősz	tanító	This module recognises the distinct contribution of special education to the wider field of inclusive education and is underpinned by an understanding of the common, distinct, and unique strengths and needs of all children, but specifically, children with special educational needs (SEN). The module supports the classroom teacher to develop knowledge, skills, understanding and competencies which will allow them to use appropriate evidence-based practices to respond to the needs of children with SEN in the inclusive classroom. This is the first of two core modules in Inclusive Special Education. Both modules are theoretically underpinned by Hornby's Framework of Inclusive Special Education, which flexibly combines the most useful elements of special and inclusive education, centralising the child's strengths and needs in decision-making. The framework revolves around the deliberate use of specialised, individually tailored teaching strategies and strengths-based individualised profiling to support children's independence and inclusion in community life outside school (Hornby, 2015) and aims to be responsive to children's needs as they arise, providing a graduated, integrated response to a continuum of need. The framework recognises the importance of developing schoolwide capacity, which is facilitated by close multidisciplinary collaboration between classroom teachers, parents, specialist teachers and external agencies and professionals. Therefore, this module also aims to build collaborative teacher skills, and encourages students to reflect on their critical role in co-creating inclusive environments for children with special educational needs to thrive.	Kiemelt figyelmet igénylő gyermekek nevelése	TT24NA06A11	tanító	nem	VI
Language Education 3 (English): Inclusive Language and Literary Practice	EDU217	ősz	tanító	The purpose of this module is to expand student teachers' knowledge and understanding of teaching oral language and literacy, with a focus on ways to differentiate and adapt the curriculum to support diverse language and literacy needs. The module gives an overview of language, diversity and inclusive language and literacy practices, with specific reference to English as an additional language (EAL) in the primary classroom	Angol mint idegennyelv tantárgypedagógiája I	TT24NA01MT06	tanító	igen	III
Local, Global and Environmental Studies 1	EDU221	ősz	tanító	Children learn to understand their place in the world and their capacity to interact with the world through the study of geography and history in primary school. This module is designed to prepare students to teach history and geography based on sound theoretical, pedagogical and curricular knowledge and understanding. Geography and history help children to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies across time and place. They offer a lens for understanding the significant contemporary issues of our time such as climate change, war and the role of democratic institutions. The critical use of geographical and historical concepts encourages awareness of the world around us and at a distance, in a spatial and temporal context. Geography and history help us to know the world in a variety of ways, such as seeing connections and commonality and diversity between people, places, environments locally, nationally and internationally					
Mathematics Education 3: Developing Critical Mathematical Literacies to make Sense of the World	EDU218	ősz	tanító	This module will build on Mathematics Education 1 and Mathematics Education 2 modules. It aims to advance student teachers' competence in nurturing the mathematical proficiency of primary pupils which encompasses the development of conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and a productive disposition. This module will focus on the Number strand as a core area of primary school mathematics and provide students with the mathematical pedagogy necessary to prepare them for their future career and more immediately in the school placements. It will enable student teachers to access, develop and adapt resources for teaching and learning in the area of number. It will encourage students to develop a range of strategies to support, monitor and assess pupils' approach to learning and their progress.					
Science Education 1: Creating a Scientific Habit of Mind	EDU222	ősz	tanító	This module is designed to provide the students with a holistic approach to the teaching of primary science. It will introduce the students to scientific process skills, while including immersion in the philosophical background to the teaching of science, with relevant integration and application with other areas across the curriculum. Furthermore, it will provide participants with an opportunity to become confident in the teaching of science concepts through development of content and pedagogical knowledge as well as development of classroom management and organisational skills. This module will concentrate on developing a strong knowledge base in the subject area and strengthen the conceptual understanding in science in order for the students to be able to teach science concepts in a meaningful manner.					
Wellbeing: Physical Education & Social Personal and Health Education 1	EDU219	ősz	tanító	This module will introduce learners to 'how to teach' social, personal, health education (SPHE) and physical education (PE) at primary school and within the Wellbeing curriculum area. Students will be introduced to contemporary approaches to teaching, learning and assessment in PE and SPHE. Students' personal reflections on module experiences will provide a scaffold for their growing identity and capacity as a teacher of PE and SPHE. This curriculum content will be explored with students in the context of thematic based learning approaches, with a strong focus on teaching, learning and assessment methodologies relevant to SPHE and PE. Opportunities for connection between PE and SPHE activities, alongside integration with other curriculum subjects, will be explored.	Testnevelés és tantárgy-pedagógiája 3.	TT24NA11A03	tanító	nem	III
Ethical, Multi Belief and Values Education Patrons' Curricula 1	EDU225	ősz	tanító	This module is designed to provide students with an understanding of the historical background, philosophical rationale and methodological approaches for teaching the Ethical, Multi-Belief and Values Education patrons' curricula in multi-denominational/equality-based schools in Ireland. This module begins to provide students with the knowledge, skills, values and dispositions that teaching these curricula requires. This module introduces students to the Ethical, Multi-Belief and Values Education patrons' curricula for multi denominational and equality-based schools in Ireland. Students will reflect on the role of the Learn Together Curriculum used in the Educate Together Schools and the Goodness Me, Goodness You! (GMGY) Curriculum in Community National Schools (CNSs) as the curricular expression of school ethos in these contexts. The module provides students with a range of approaches and tools for effective preparation for teaching, learning and assessment in these curricula. Learners will discuss and analyse the strands and elements of both GMGY and Learn Together as well as explore the broad range of teaching, learning and assessment strategies to facilitate responsive learning experiences for children in schools. Students will access and evaluate resources to support children's engagement with learning outcomes across the first two stages of both curricula.	Kultúra, értékek, etika az iskolában	TT24NA08A02	tanító	nem	III

Religious Education 1 (Christian Schools)	EDU224	őszi	tanító	The purpose of this module is to prepare students to teach Religious Education in primary schools with a Christian ethos in Ireland. It provides an overview of the foundations, rationale, aims and value of Religious Education. The module develops knowledge and understanding of the nature and purpose of Religious Education in schools with a Catholic ethos and how this relates to the holistic development, wellbeing and religious literacy of the child. It gives students an opportunity to respond critically to the national curriculum for Religious Education as presented in the framework of the Catholic Preschool and Primary Religious Education Curriculum for Ireland (2015). Students engage with theories of faith development, the pedagogical content and related methodologies in Religious Education, through exploration of contemporary programmes such as the Grow in Love and Follow Me series. It will address planning in Religious Education and integrating suitable, age-appropriate methodologies in the primary classroom					
Early Childhood Education: Critical Issues in Curriculum, Research and Pedagogy	EDU352	őszi	tanító	The rationale for this module is to cultivate students' awareness of the 'whole child perspective' in the context of early childhood education as well as the critical importance of early childhood education in the field of education. The purpose of the module is to develop students' knowledge and understanding of curriculum, pedagogy and research in early childhood education.	Kutatásmódszertan	TT24NA06A07	tanító	nem	IV
STeM 6: Teaching Mathematics and Science	EDU301	őszi	tanító	Mathematics: In this course, Mathematics and Pedagogy of Data and Probability, a developmental approach to teaching stochastic concepts across the primary school curriculum will be presented. This approach draws from situated perspectives on learning wherein mathematical activity models the activity within the discipline of statistics. This leads to increased links with statistical literacy and media awareness of the representation of these concepts. Critical to this course is the use of and engagement in real world investigations, involving statistical and probabilistic analysis, to support the development of understanding of processes and their application in the classroom. Hence the predominant learning approach is inquiry-based learning wherein the inquiry is rooted predominantly within scientific contexts explored in the science professional and pedagogical module components. Video case studies play an important role in demonstrating how real world investigations can be designed, implemented and analysed in primary classrooms. Science: The Science Professional and Pedagogical component of this module will concentrate on developing a strong knowledge base in the subject area and strengthen the conceptual understanding in science in order for the students to be able to teach scientific concepts in a meaningful manner. It will provide participants with an opportunity to become confident in the teaching of science, integrating skills in mathematics through their participation in the practical component of the module. The practical activities require the participants to engage in the inquiry/analytical approach to learning. When classroom practice is being used as a vehicle for course delivery, children's prior knowledge and misconceptions will be examined and strategies to change these misunderstandings will be practiced in order to develop the child's understanding of the topic. The lectures will cover the children's scientific knowledge, understanding and misunderstandings in science at different stages in their cognitive development, incorporating teaching strategies to provoke discussion and argumentation and to stimulate scientific and mathematical thinking, promoting cognitive development in primary pupils and also to challenge and develop the students' ideas and restructure their understanding (and misunderstandings) in science and mathematics					
Research Methods – Ethical Foundations for Teaching and Research	EDU302	őszi	tanító	This module provides an opportunity for students to develop an understanding of the interrelated and irreducible connections between theory, practice and research across classrooms, schools, communities and broader society and through critical engagement with historical, sociological, philosophical and psychological epistemologies. It helps students become novice researchers and it encourages them to continue looking for opportunities for systematic, relevant and robust inquiry throughout the remainder of their programme of study, particularly with reference to the possibilities and potential of a final year research project, and later in their teaching career.	Kutatásmódszertan	TT24NA06A07	tanító	nem	IV
Creative Arts 3	EDU303	őszi	tanító	This module will advance students' understanding of artistic forms, genres and processes in music, visual art and drama. Students will critically reflect upon and enquire into their own practice through engagement in making, performing and responding to each art form. Through research and practice, students will be challenged to synthesise the relationship of practice to theory in the arts and arts education. They will be required to select and implement advanced pedagogical skills relevant to arts education in planning and assessment. This module will also explore and critique the role of the arts in Irish primary schools, local communities and society. Teaching will be conducted in small-group settings. Independent group work will be a core component of this module.					
Christian Religious Education 1	EDU205	őszi	tanító	This introductory methodology course addresses different approaches relevant to the teaching of Religious Education in a diverse range of Irish primary schools. This module introduces students to the principles of religious teaching and learning. Students are facilitated to understand and critique various theories and teaching methodologies in relation to Christian Religious Education where the learner is formed in, learns from and about, the life, death and resurrection of Jesus Christ and the Christian community. Students will be given an overview of the main catechetical programmes used in Christian Schools as ways of fostering the spiritual, moral, religious and social dimension of the child as well as the skills required to plan lessons in Religious Education. Finally, students will learn how to prepare primary school children for the sacraments of First Penance and First Eucharist in Catholic Schools as life-giving encounters with Jesus Christ.					
Religious Education in Multi-denominational Schools 1	EDU206	őszi	tanító	This introductory methodology course addresses different approaches relevant to the teaching of Religious Education in a diverse range of Irish primary schools. It introduces students to the principles of religiously inclusive teaching and learning. Students are given a brief overview of inter-religious learning in European State Schools and are introduced to methodologies used to teach children about Ethics, beliefs and humanist, secular and other world views and values. Students are facilitated to understand, differentiate and critique a variety of teaching methodologies used in Religious Education. Different approaches relevant to the teaching of Religious Education in a diverse range of Irish primary schools are outlined with an emphasis on key principles and methodologies underlying the teaching of ethics, religions and beliefs in multi-denominational schools. This module addresses the issue of teaching children about a variety of religious beliefs, world religions, human spirituality, ethics and environmental issues as well as humanist, secular and other world views, perspectives and values.					

Assessment for and of Learning	EDU304	ősz	tanító	This module integrates the theory and practice of educational assessment. Student will critique a broad range of assessment procedures and tools and have 'hands-on' experience of application, interpretation and reporting of assessment data. Students will explore different methods for communication assessment information to parents and will have an opportunity to practice these skills. Students will critically explore the ways in which assessment is used in educational decision making, Irish legislative and policy context and will consider the centrality of assessment to effective teaching					
Child as Learner 1: Relationships in Learning (Classroom Communications, Organisation and Management)	EDU165	tavaszi	tanító	The purpose of this module is to support students to develop a range of prevention, intervention and response strategies to manage classroom and individual student behaviours, to foster positive relationships and partnerships and to collaboratively develop a safe and caring classroom culture and climate. This module will build on the theoretical basis already introduced in Developmental Psychology in semester 1 to further explore cultural, social and psychological perspectives on behaviour. Students will be invited to reflect on the concept of power sharing as central to managing student behaviours. Students will be supported to take a reflective, problem-solving approach to classroom management, to promote self-regulated learning behaviours, in particular the competency of relating to others, participating and contributing, and managing self. Students will be supported to identify and respond to bullying, including cyberbullying and will be supported to develop effective negotiating skills and skills for conflict resolution.					
Creative Arts 1: Inclusion, Integration, Imagination & Innovation	EDU168	tavaszi	tanító	As this is the first arts education module, it aims to introduce students to the dynamic processes by which curricula in drama, music and visual art education are designed and facilitated for all pupils. Students will actively engage with the subject matter, pedagogical content and related methodology of each curricula area and guidelines and how these can be extended to all pupils. As an individual and as a member of a team, students will critically reflect on the creative process of making, performing and responding to each art form so as to develop effective creative and imaginative strategies that promote individual and shared learning. Cross-curricular links and themes between each art form and subject areas outlined in the primary curriculum e.g. Language, Mathematics, Science and Technology Education, Wellbeing and Social and Environmental Education will be explored. Students are prepared to implement a range of methodologies to achieve planned outcomes related to arts education on school placement.	Vizuális nevelés tantárgy-pedagógiaja	TT24NA12A04	tanító	nem	IV
Foundations for Teaching and Learning 2: Global Citizenship	EDU167	tavaszi	tanító	This integrated module will build students' capacity to live as active, socially engaged global citizens. The module will focus on supporting students to develop their personal awareness and understanding about why the world is shaped the way it is in order to think critically, analyze, and problem solve around central issues in the field of Social Justice, as an individual and a member of a team. The module will cover a range of theoretical and practical issues relevant to understanding conflicting visions of personal and community Wellbeing in order to actively promote inclusive global social responsibility. In addition, students will be introduced to, and given the opportunity to explore key Global Religious Traditions, Ethical Theories and concepts related to critical global citizenship. The course aims to critically engage students with core aspects of global citizenship, education about religions, beliefs and ethics theories through practical workshops, critical reflection, and engagement with diverse perspectives and experiences. The module promotes learners informed, respectful, critical understanding and engagement with distinctive worldviews in relation to key issues of Social justice while simultaneously exploring their relevance to their own lives and those of their future students. Equally, the module will support the development of participants' reflective capacities which will facilitate their development as global citizens, who explore and reflect on their own intercultural competencies.					
Language Education 2 (English): Supporting Integrated Learning across the Curriculum	EDU162	tavaszi	tanító	The purpose of the pedagogic element of this module is to introduce students to instructional practice in English Language and Literacy, with a specific focus on critical factors underpinning the development of children's proficiency in oral language, reading and writing competence in the primary years. The professional English component of this module will focus on the further development of the student teacher as a competent language user in relation to aspects relevant to the primary years	Komplex nyelvi fejlesztés II.: nyelvtan	TT24NA01MT07	tanító	igen	IV
Mathematics Education 2: Developing Critical Mathematical Literacies to make Sense of the World	EDU163	tavaszi	tanító	This module prepares preservice teachers to teach the strand of measures. Particular attention will be placed on designing mathematically appropriate sequences of instruction which address cognitive readiness for measurement concepts, progressing from qualitative exploration to quantitative approaches. Video case studies play an important role in illustrating how questioning, analysing and providing appropriate activities are critical in guiding children through these stages of thinking. Analysis of children's responses to conceptual and procedural oriented tasks involving measurement, develops an appreciation of the mathematical thinking that lies behind these responses and builds knowledge on how to respond appropriately to address misconceptions. Opportunities will be provided to explore how connections between the children's environment, children's literature and other curricular areas can be leveraged to create meaningful measures learning experiences and contribute to a productive disposition. In addition, insights into the appropriate use of manipulatives/technology to help children develop a conceptual understanding of the measurement process and the tools of measurement are provided. The central importance of measurement experiences for developing number concepts will be addressed in preparation for Mathematics Education 3.	Gondolkodási módszerek	TT24NA05A05	tanító	nem	IV
Pedagogical Practice 1: Microteaching and Global Citizenship Education	EDU166	tavaszi	tanító	This integrated module contextualises pedagogy as the art, craft and science of teaching and learning within a universal design for learning framework. It inducts student teachers into the practice of teaching and reflection and pays particular attention to the need for detailed planning, resource interrogation and creation, and the development of appropriate classroom management skills. It provides student teachers with opportunities to learn to teach in simulated teaching and learning environments. It facilitates interactive teaching practices embracing collaborative planning, teaching, review and analysis. It interrogates theories of teaching and learning and enables students to construct, practice and apply effective strategies for classroom and behaviour management and a positive classroom environment. It sets a foundation for preparing students for their professional placements and supports them in responding to the opportunities and challenges presented by an increasingly globalised world. This module enables student teachers to apply the methodologies required to facilitate children in making sense of the world they live in.					

Early Childhood Education and Curriculum 1	EDU275	tavaszi	tanító	The rationale for this module is to cultivate students' critical awareness of the fundamental principles of early childhood education including: the 'whole-child perspective', the 'agentic child', relational pedagogy and the importance of play for children's early learning and development. The module seeks to build an appreciation of the complexities, opportunities and challenges that emerge when considering these principles in relation to the primary school system and also in the context of the transition from early childhood education to the infant classroom. The purpose of the module is to develop students' knowledge and understanding with regard to early childhood curricular and pedagogical approaches and the theoretical justifications and national and international research evidence-base underpinning these approaches.					
Language Education 4 (English): Supporting Integrated Learning Across the Curriculum	EDU269	tavaszi	tanító	The purpose of this module is to familiarise participants with developments and research based instructional practice in English Language and Literacy required for the effective teaching of English Language and Literacy during the later primary school years with a specific focus on critical factors underpinning the development of children's proficiency in oral language, reading and writing competence in the senior primary school classroom. The module will specifically focus on how nonfiction texts can be used as a springboard for developing English Language and Literacy and how teachers can support children's engagement with nonfiction texts.	Angol mint idegennyelv tantárgypedagógiája II.	TT24NA01MT08	tanító	igen	IV
Mathematics Education 4: Developing Critical Mathematical Literacies to make Sense of the World	EDU270	tavaszi	tanító	This module will build on Mathematics Education 3 module. It aims to advance student teachers' competence in nurturing the mathematical proficiency of primary pupils which encompasses the development of conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and a productive disposition. This module will further focus on the Number strand and introduce the Algebra strand and provide students with the mathematical pedagogy necessary to prepare them for their future career and more immediately in their professional placements. It will enable student teachers to access, develop and adapt resources for teaching and learning in the area of number. It will encourage students to develop a range of strategies to support, monitor and assess pupils' approach to learning and their progress.					
Science Education 2: Developing Scientific Connection with the World Around Us	EDU272	tavaszi	tanító	This module will concentrate on developing a strong knowledge base in science and strengthen conceptual understanding in order for the students to be able to teach scientific concepts in a meaningful manner. It will provide participants with an opportunity to become confident in the teaching of science, integrating skills across the primary curriculum through their participation in the practical component of the module. The practical activities require the participants to engage in an inquiry, analytical and reflective approach to learning. Participants will develop and appreciate children's scientific knowledge, understanding and misunderstandings in science at different stages in their cognitive development. This will be achieved through their experience of teaching and assessment strategies that provoke discussion and argumentation and stimulate scientific thinking.					
Wellbeing: Physical Education & Social Personal and Health Education 2	EDU271	tavaszi	tanító	This module seeks to build on the previous module (EDU 207) and explore the social and policy contexts in which SPHE and PE are defined and implemented, and to review their specific roles and responsibilities in the development of policy together with the roles and responsibilities of all other stakeholders, and to display competence and confidence in the teaching and assessment of SPHE and PE in a variety of contexts. Students are given the opportunity to think critically, analyse, and solve problems, as an individual and as a member of a team. They will also engage with educational research pertaining to SPHE and PE and explore its contribution to teaching, learning and assessment. Students will be required to plan and implement appropriate learning opportunities through physical education, physical activity and co-curricular learning in a variety of contexts, and to motivate, inspire, acknowledge and celebrate effort and success	Testnevelés és tantárgy-pedagógiája 4.	TT24NA11A04	tanító	nem	IV
Ethical, Multi Belief and Values Education Patrons' Curricula 2	EDU277	tavaszi	tanító	This module is designed to provide students with an understanding of the historical background, philosophical rationale and methodological approaches for teaching the Ethical, Multi-Belief and Values Education patrons' curricula in multi-denominational/equality-based schools in Ireland. This module begins to provide students with the knowledge, skills, values and dispositions that teaching these curricula requires. This module builds upon Ethical, Multi-Belief and Values Education Patrons' Curricula 1 and extends foundation in pedagogies and approaches in the Learn Together curriculum used in Educate Together and the Goodness Me, Goodness You! (GMY) curriculum Community National Schools (CNSs). The module provides students with a range of approaches and tools for effective preparation for teaching, learning and assessment in these curricula, with an emphasis on long term preparation. Learners will discuss and analyse the strands and elements of both GMY and Learn Together (stages 3 and 4), as well as explore the broad range of teaching, learning and assessment strategies to facilitate responsive learning experiences for children in schools. Students will access and evaluate resources to support children's engagement with learning outcomes across stages 3 and 4 of both curricula					
Religious Education 2 (Christian Schools)	EDU276	tavaszi	tanító	This module seeks to explore the importance and relevance of Religious Education in Christian primary schools in a pluralist society. It will develop on Religious Education 1 (Christian Schools), with the focus moving to school ethos and contemporary issues in the field of Religious Education. The age-appropriate faith development of the child at the heart of Religious Education will be explored. Religious Education curricula and methodologies for teaching in Christian schools will be explored and critiqued, ensuring that students can access, develop, adapt and use a variety of curriculum resources and materials for teaching and learning in the classroom. Students will be encouraged to develop approaches that will support and challenge all pupils, appreciating the importance of integration and differentiation in an inclusive learning environment. An emphasis will be placed on developing the sacramental life of children within the Christian community, social justice, environmental issues, who school approach to Religious Education, celebrating religious diversity and contemporary issues in the field of Religious Education. This module will be delivered through paired, group and individual activities, supporting the development of critical thinking and appropriate pedagogical skills, which are central to the teaching of Religious Education. Currently the majority of primary schools in Ireland are faith based. This module will meet part of the requirements set down by the Irish Bishops' Conference for those wishing to teach in Catholic Schools.					

[illegible]

Child Development	ECE153	őszi	óvó, csecsemő	This module will introduce students to the discipline of developmental psychology with particular focus on child development during infancy and early childhood. It will provide the theoretical foundation for key constructs, theories and developmental processes in perceptual, physical, social, emotional, creative, cognitive and language development. Attention will also be directed towards the pre-natal stages of development. Students will engage with relevant theories of learning and the role of the early years' educator in understanding and promoting positive child development. An ecological approach to child development will be discussed with particular emphasis on the immediate family context and early educational environments. There will be an emphasis throughout the module on translating theoretical knowledge into practice.					
Foundation Studies in Early Childhood Care & Education	ECE101	őszi	óvó, csecsemő	This module is designed to introduce students to the area of early childhood care and education and provides students with an overview of the concepts and principles underpinning policy and practice, both nationally and internationally. The module provides an introduction to academic writing conventions, the use of information and communication technology to enhance learning, academic writing and research; accessing library resources; using the Moodle platform and the concept of 'digital citizenship'. The key elements of the early years educator as a professional are explored and analysed. Core areas will be addressed such as safeguarding children and child protection.					
Child, Family and Community 1	ECE102	őszi	óvó, csecsemő	This module seeks to enhance students' understanding and appreciation of the relationship between the child, their family and community, with a particular focus on diversity and equity in early childhood. The purpose of the module is to deepen their understanding of the diverse societal influences that impinge on family today and how these impact upon the early years' setting and their work as early years professionals.	Család- és gyermekvédelem I.	ÓP24NA08SS06	óvó	nem	IV
					Család és gyermekvédelem	CS24NA08A04	csecsemő	nem	III
Language Development in the Early Years	ECE103	őszi	óvó, csecsemő	This module has been created to generate an understanding of the centrality of speech and language in the development of young children. Children's mastery of varied communication processes and the complexity of language learning are addressed within this module. This module also facilitates the student's appreciation of skills required by adults to enhance all aspects of communication in the early years.	A beszédfejlődés segítése	ÓP24NA04KG01	óvó	igen	IV
Child Health and Wellbeing 1	ECE154	őszi	óvó, csecsemő	This module will equip students with the necessary knowledge and skills to enable them to provide a safe, supportive and healthy environment for young children as a foundation for lifelong health and well-being. Students will consider their role in promoting health and well-being in the early years, from an evidence-based perspective, in keeping with current legislation and policy.	Funkcionális anatómia és egészségügy	ÓP24NA10A01	óvó	nem	III
					Egészséges életmódra- és fenntarthatóságra nevelés	CS24NA10A07	csecsemő	nem	IV
Creative Arts in the Early Years	ECE201	őszi	óvó, csecsemő	Students will explore media, techniques and processes used in the creative arts and consider how preschoolers communicate ideas and experiences. The safe use of art materials and resources will be addressed as well as practical considerations regarding the principles of architecture and design which enhance creativity in early childhood settings. There is a focus on exploring the concept and practice of creativity and expressing personal experiences creatively as a foundation to discussions on creativity across the early childhood curriculum. The delivery will include working with a variety of creative media and techniques in an individual capacity, in small groups and in collaborative work. As part of this module every student will collate a portfolio of creative practices.	Kép és tárgyalatalkotás	ÓP24NA12A03	óvó	nem	III
					A kétnyelvi óvodai foglalkozások módszertana: vizuális nevelés	ÓP24NA01AM05	óvó	igen	IV
Child, Family and Community 2	ECE202	őszi	óvó, csecsemő	This module provides participants with an overview of international and national policies affecting early childhood care and education relative to the child, the family and the community; an overview of early childhood education infrastructural development in Ireland; an overview of the role of statutory and voluntary sector early childhood organisations relative to the child, the family and the community; an examination of the role of the educator relative to contemporary policy; an examination of the centrality of reflective practice in assessing the quality of institutional practices aligned to policy objectives relative to the child, the family and the community. The purpose of this module is to enhance students understanding of their role as practitioners in bridging the gap between home and school for the benefit of the child.	Óvodapedagógia II	ÓP24NA06A09	óvó	nem	III
					Kisgyermekpedagógia előadás	CS24NA06A10	csecsemő	nem	IV
The Early Years: Historical and Philosophical Perspectives	ECE203	őszi	óvó, csecsemő	Students will be introduced to the historical development of the concept of childhood in Greek and Roman civilisations and trace the progression of this theme to the present day. Students will encounter the philosophical perspectives of some of the principal contributors to the enduring concept of 'childhood' including Jean Jacques Rousseau, Johann Heinrich Pestalozzi, Friedrich Froebel, Maria Montessori, Rudolf Steiner, the McMillan Sisters, John Dewey, Loris Malaguzzi and Howard Gardner. Students will apply conceptual analysis to specific discourses of early years education such as 'child-centred'; 'play'; 'holistic development' 'educarer', 'values', 'inclusion' and 'profession'. Specific links will be made between the historical development of early years education, the work of significant philosophers of education and current policy and practice in the field of early years education.					
Sociological and Global Perspectives	ECE 254	őszi	óvó, csecsemő	Students will encounter contemporary post structural sociological paradigms on childhood. This module will explore how early childhood discourse in Europe has evolved from the 4th to the 21st centuries and how typologies of contemporary childhood are evident in Irish ECCE policy. Students will reflect upon the social construction of childhood both nationally and internationally and identify global dichotomies in the lived experience of the child and family; children's work, the 'global child', the application of global standards in the form of the UNCR and challenges associated with global equity. Students will develop an in-depth understanding of the relationship between structure, discourse and agency in sociology and how, through the process of socialisation, social structures such as gender, class and family can limit or enhance the child's agency in the early years.					
Leadership for Early Childhood Education and Care	ECE301	őszi	óvó, csecsemő	In this module students explore the concept of leadership in early childhood education and care settings. Leadership is central to quality practices in early childhood education and care settings. Leadership does not reside in just one individual and in early childhood settings, it manifests in multiple ways, pedagogical leadership, team leadership, leadership for inclusion etc. Accordingly, knowledge and understanding of leadership styles, characteristics, core knowledge and skills are central to the professional formation of the early childhood educator.					

STEM in the Early Years	ECE 350	ősz	óvó, csecsemő	The purpose of the STEM (science, technology, engineering and mathematics) in the Early years module is to facilitate students to recognise and develop STEM-related concepts within the early childhood environment including developing awareness of key mathematical concepts (such as number, shape) scientific enquiry, problem-solving and critical thinking. This module will explore the integration of STEM into the early years setting; consider the unique role of the adult in the provision of a quality experience and enable the student to take responsibility for, and be an active agent in his/her own learning.	Matematika és módszertana I.	ÓP24NA05A01	óvó	nem	III
Management 2: Early Childhood Education and Care: Leadership and Management	ECE401	ősz	óvó, csecsemő	Early childhood management involves the fusion of theory, research, experience, application and knowledge. Leadership and management is endorsed through legislation, as a professional responsibility for managers and educators. Building upon Policy for Early Childhood Care and Education Management, this module focuses upon the roles and responsibilities of the early years manager as they relate to a range of management functions: legislative compliance (in multiple domains and disciplines); financial management; human resource management, performance management and change management.					
Advanced Issues in Child Psychology	ECE 402	ősz	óvó, csecsemő	This module will advance students understanding psychological perspectives on child development. Students will be encouraged to critically examine contemporary issues in child psychology in depth. Students will also develop key skills in observation, analysis of children's verbal and written expression and dialogic pedagogy. The module will prepare students to become critical, reflective practitioners with well refined skills for understanding and scaffolding children's learning, wellbeing and development.	Pedagógiai pszichológia	ÓP24NA06A10	óvó	nem	III
					Pedagógiai pszichológia	CS24NA06A08	csecsemő	nem	IV
Early Childhood Education – Curriculum, Research and Pedagogy	EDU352	ősz	óvó, csecsemő	Exploration of the concept of curriculum as it relates to early childhood education; articulation of the guiding principles of curricular models for young children; interrogation of these principles in curricular models nationally and internationally such as Aistear (Ireland), TeWhariki (New Zealand), the Early Years Foundation Stage (UK), Early Childhood Education and Care (Finland) and Reggio Emilia (Italy); the application of sound pedagogical practice that recognises the role of play and the need for a balanced approach to be adopted between child-initiated and adult-initiated activity; understanding the links between Aistear, Siolta (National Quality Framework) and the Primary School Curriculum; exploration of the issues involved in the transition process from early childhood settings to the primary school classroom; exploration of the components of quality in the context of early childhood education with particular reference to Ireland's National Quality Framework for Early Childhood Education; critical analysis of a broad range of research in early childhood education and its implications for practice and investigation of the concept of early intervention and the evidence base for its effectiveness.					
Play and Learning in Early Childhood Education	EDE 354	ősz	óvó, csecsemő	Students will engage with the definitions and characteristics of young children's play; prominent theories of play and development and the various categories of play will be explored; the process of play development for children from birth to six years will be examined; the contribution of play to fostering the holistic development of the child with specific reference to Aistear and the Primary School Curriculum will be explored; the potential of play to contribute to children's learning will be emphasised; the role of both the indoor and outdoor environment in facilitating and supporting play will be considered; criteria for the selection of developmentally appropriate toys and play materials will be explored and Health and safety issues associated with children's play will be highlighted.					
Creative Music Making in the Early Years Curricula	ECE152	tavaszi	óvó, csecsemő	This module equips students with knowledge(s) practices and values relating to the provision of creative music-making experiences in the early years. It supports students to: explore the theoretical and policy context for creative music-making in the early years; develop an understanding of its value in the holistic development of the child; assist the student to experientially develop their own creativity through music; enable the student to design developmentally appropriate creative music-making opportunities for children in the early years; consider the unique role of the adult in the provision of quality musical experiences; discuss the student as a reflective practitioner; enable the student to take responsibility for, and be an active agent in his/her own learning.	Ének-zenei nevelés és módszertana 2.	ÓP24NA02A04	óvó	nem	IV
Curriculum and Pedagogy (birth to three)	ECE 403	tavaszi	óvó, csecsemő	This module will provide students with the opportunity to explore how the curriculum and pedagogical practices can be adapted to meet the unique needs of infants and toddlers in early childhood care and education contexts. The early childhood curriculum framework Aistear (NCCA, 2009) incorporates children from birth to six years. This module will allow students to develop the competencies needed to plan, facilitate and evaluate a curriculum which supports all infants and young children reaching their potential.					
The Role of Play in Development	ECE 104	tavaszi	óvó, csecsemő	This module will provide students with the opportunity to understand how play contributes to children's development in the early years. As the early years curriculum framework Aistear (NCCA 2009) identifies play as a key context through which children will develop as confident and competent learners, understanding the role of play in development is prerequisite to designing a high quality early years curriculum.					
Child Family and Community 2	ECE 202	tavaszi	óvó, csecsemő	This module provides participants with an overview of international and national policies affecting early childhood care and education relative to the child, the family and the community; an overview of early childhood education infrastructural development in Ireland; an overview of the role of statutory and voluntary sector early childhood organisations relative to the child, the family and the community; an examination of the role of the early years professional relative to contemporary policy; an examination of the centrality of reflective practice in assessing the quality of institutional practices aligned to policy objectives relative to the child, the family and the community. The purpose of this module is to enhance students understanding of their role as early years professionals in bridging the gap between home and school for the benefit of the child.					
Models of Curriculum	ECE 251	tavaszi	óvó, csecsemő	In this module students will explore the concept of curriculum in relation to early childhood care and education; the guiding principles of curricular models for young children; application of these principles in practice in curricular models nationally and in a range of other countries including New Zealand, the US, the UK, Scandinavian and other European countries, an introduction to the concept of intervention models in early childhood care and education; examining the influences on early learning and development including historical and cultural contexts; introduction to some of the pioneers of early childhood education e.g. Froebel, Montessori, Steiner, Malaguzzi (Reggio Emilia) and the implications of Piaget and Vygotsky on practice in early childhood settings.					

Educational Psychology	ECE 252	tavaszi	óvó, csecsemő	This module will introduce students to the field of educational psychology. The course will provide an introduction to the field of educational psychology and will examine how psychological theories can be applied to the understanding of early childhood care and education. More specifically, the course seeks to explore how motivation theories, attachment theories, ecological theories, behavioural and socio-cognitive theories can be used to create a positive learning environment for young children. The course aims to support students in managing behaviour and in understanding how to create environments which foster children's learning and development. This module adopts a preventative, positive framework for supporting the behaviour of children in early childhood settings. It will equip them with the knowledge and skills to use psychological theory as a tool for reflective practice.					
Child Health and Well-being 2	ECE204	tavaszi	óvó, csecsemő	In this module students will explore the concept of wellness in ECCE and the implementation of Aistear in practice with particular reference to the themes of well-being and identity & belonging and to the aim of children being 'healthy and fit' in practice. Promoting rudimentary and fundamental movement skills in young children. Identify major child public health problems such as the rise of obesity and consider practical strategies to address obesity in practice. Examine common chronic conditions in children such as asthma and allergies, skin conditions, diabetes and epilepsy and address best practice in terms of management of these conditions; introduction to genetic and congenital disorders and developmental delay; explore children's understanding of and perspectives on health and well-being and the impact of illness on families.					
Including Children with Special Needs in the Early Years	ECE354	tavaszi	óvó, csecsemő	This module is designed to consolidate and further develop the students' existing knowledge, understanding and skills related to meeting the needs of children with special needs in the early years. The purpose of this module is to equip the students with the knowledge, skills and attitudes to become collaborative early years educators in order to provide the best possible outcomes for children with special needs. Students will be provided with opportunities to develop an understanding of children with special needs and create a supportive early years environment. They will also develop a range of strategies to identify and provide appropriate support for these children at the critical early stages of development. The module is situated within the concept of partnership with families, other professionals and the wider community.					
Language and Literacy in the Early Years	ECE 253	tavaszi	óvó, csecsemő	Students will revise and consolidate their understanding of language development in young children. Current theories of language acquisition will be explored with reference to recent research in the field. The significance of language and literacy within Aistear: The Early Childhood Curriculum Framework will be presented. The role of the early years educator in enhancing all forms of communication in the early years setting will be investigated through the analysis of effective techniques to stimulate language interaction between the adult and child. Students will discover how multiple early literacy experiences such as book sharing, mark-making, engagement with digital media, playful singing/rhyming activities and literacy-rich environments contribute to the emergent reading and writing skills of young children. The features of bilingualism and multilingualism in young children will be reviewed with a particular emphasis on how educators support the learning of additional languages in early years environments. Students will identify the challenges of speech language and communication needs (SLCN) in the young child and will review the importance of collaboration with family and other professionals.	Angol nyelvű gyermekirodalom II	ÓP24NA01AM12	óvó	igen	V
Curriculum and Pedagogy (3-6 years)	ECE 451	tavaszi	óvó, csecsemő	This module will provide students with the opportunity to develop the pedagogical skills required to develop an emergent and inquiry-based curriculum for preschool aged children. Exploring the role of the early years educator as a pedagogical leader through identifying the knowledge, dispositions, skills and abilities that early years educators' need to provide a high quality preschool curriculum; using Aistear to construct an emergent and inquiry-based approach to curriculum for preschool children; using children's interests and prior learning as starting points for curriculum planning; strategies which build on the individual learning needs and play interests of all children during the preschool years; assessment practices which support the learning and development of children three to six with an emphasis on developing child-led methods of assessment; the role of Aistear in connecting old and new ways of learning as children transition from pre-school to the infant classroom; national and interactional empirical research evidence on high quality pedagogy and curricula for children under three.					
Research Methods	ECE 352	tavaszi	óvó, csecsemő	Building on students existing knowledge and experience, this module is designed to introduce students to paradigms of research with a particular focus on situating the paradigms of research in early years care and education policy and practice The module focuses on developing the concept of the early years educator as researcher and provides students with the knowledge, understanding and skills to develop a proposal for a small research study located in an area related to early years education.					
Cultural and Linguistic Diversity: Implications for Professional Practice	ECE 353	tavaszi	óvó, csecsemő	This module explores the critical issues facing teachers and young children in contexts of increasing cultural diversity in Ireland; the interactivity of race, ethnicity, gender, class, ability and community; the twin and interrelated themes celebrating diversity in young children's lives and confronting social injustice and oppression; culturally and developmentally appropriate teaching and learning approaches; the immersion method of language acquisition. The purpose of this module is to enhance student's ability to teach for cultural and linguistic diversity in our ever-changing early years landscape in Ireland.					
Governance and Management in Early Childhood Education and Care Contexts	ECE460	tavaszi	óvó, csecsemő	This module builds upon students' knowledge and understanding of the concept of leadership in ECEC contexts. With a specific focus upon Governance and Management in ECEC, it explores quality in practice, essential characteristics of effective management approaches, styles and practices; multi-professional team work in ECCE, sociological understanding of the organisation of work; sources of conflict and, constructive approaches to conflict management in ECCE, effective implementation of change; action research to facilitate decision making and problem solving; development of reflective analysis of policies and mechanisms of institutional quality in accordance with national standards and regulations					
Advanced Studies in Play and Child Development	ECE461	tavaszi	óvó, csecsemő	This module will advance students' understanding of the psychological underpinning of young children's thinking and cognitive development with particular attention to the role of playful interactions. This module will provide students with an opportunity to critically engage with interdisciplinary perspectives on play and to consider the various applications of play theory and research. Students will be encouraged to critically examine contemporary empirical research in this area and make links with practice. Students will develop key skills in engaging in playful interactions, and sustained shared thinking with young children. The module will prepare students to become critical, reflective practitioners with well refined skills for understanding and scaffolding children's learning, wellbeing and development					