

Külföldi intézmény neve:	University of Ljubljana
Erasmus kód:	SI LJUBLJA01
Kurzusinformációk:	https://www.pef.uni-lj.si/en/exchange-students/courses-in-english/

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Műveltség	Félév
Nutrition and nutrition education	0075719	ősztavaszi	tanító	1. Diet and nutrition. 2. The composition and quality of food. 3. Nutritional and energy value of foods. 4. Recommendations and guidelines for a healthy diet. 5. Risk factors of an unhealthy diet. 6. Nutrition analysis and planning. 7. Biological, psychological and sociological aspects of nutrition. 8. Promotion of healthy eating habits and nutritional education	Funkcionális anatómia és egészségtan	TT22NA11AFA	tanító	nem	V
English I - Language Skills	0021561	ősz	tanító	1. The precondition for effective foreign language learning is to master learning of a foreign language, so students first learn about the different learning styles and intelligences, identify their own peculiarities, and then raise awareness on the strategies for acquisition, memorization and use of the vocabulary and structures and other linguistic and intercultural information.2. Parallely they upgrade their language capabilities and gain skills for working with children.3. They develop metacognitive techniques for organizing, directing and evaluating their own learning, effective strategies to generate positive emotions and attitudes, social strategies for cooperation with other students in the learning process, cognitive strategies to integrate new information with the existing ones, as well as for their analysis and classification, memory and compensation strategies, while expanding vocabulary in English language; they raise awareness on the language system and acquire the basic skills of public speaking.	Komplex nyelvi fejlesztés I.: nyelvi készségek és nyelvtan	TT22NA01MT03	tanító	igen	III
English II - English Pronunciation for Teachers	0060850	ősz	tanító	1. Students get to know the foundations of English phonetics and strategies of learning and teaching English pronunciation at primary level. 2. Students get acquainted with the main characteristics of individual sounds in English and their operation in continuous speech (pronunciation and activities for learning and teaching the pronunciation of consonants, vowels and diphthongs in isolation and continuous speech), phonemic transcription and its usage in instruction, syllabic characteristics, word stress and stress in phrases. 3. Students continuously work on their pronunciation of individual English sounds especially those that are different in Slovene, compare them to the Slovene sounds and learn how to correct their own mistakes and those of their pupils	Komplex nyelvi fejlesztés I.: fonetika és nyelvtan	TT24NA01MT05	tanító	igen	III
English III - Preparation for the Exam at C1 level	0089349	ősz	tanító	1. With the use of different learning strategies, students develop all four language skills in English (listening, reading, writing and speaking), expand their vocabulary, develop awareness of the language system and acquire public speaking skills. 2. Students read and listen to authentic texts and develop creativity with changing the texts they have read or with creating their own texts. 3. They set themselves learning aims, monitor their progress, evaluate and assess their own work. 4. Students get acquainted with the content of international exams (e.g. CAE, IELTS and similar) and develop strategies for taking international language exams.					
English Language I - Strategies for Teaching a Foreign Language	0020769	ősz	tanító	1. The prerequisite for effective foreign language learning is to learn how to learn a foreign language, therefore the students first get familiar with different learning styles and multiple intelligences, they find out their own learning styles, and afterwards they become aware of strategies for vocabulary acquisition, memorising and use of vocabulary and language structures as well as other linguistic and intercultural information. 2. Simultaneously, they develop their language skills and acquire skills for working with preschool children. 3. They develop metacognitive techniques for organising, guiding and evaluating their own learning, they develop affective strategies for creating positive emotions and relationships, they develop social strategies for cooperating with other students in the learning process and cognitive strategies for connecting new information with the existing one as well as for their analysing and classification, they develop memory and compensation strategies and at the same time they expand their vocabulary in English, become aware of the language system and acquire basic skills of public speaking.	A kétnyelvűség elmélete és gyakorlata	TT22NA01MT11	tanító	nem	III
					A kétnyelvűség elmélete és gyakorlata	TT24NA01MT04	tanító	nem	III
Reading, Writing, Speaking and Listening in English	0021595	ősz	tanító	Students will develop all four language skills (reading, writing, speaking and listening) in meaningful context and through the following topics: student life in Slovenia and abroad, environment, time and place, films and media, energy sources and their future, differences and similarities between life in the countryside and life in the city, modern world communication, health and society, charity, work and work-related characteristics of the modern society, academic success, etc					
European Primary Teacher	0021508	ősz	tanító	Course 1 (Re-inventing mathematics): 1. the development of number concepts, some concepts in geometry in the past and nowadays; 2. representing mathematical ideas (learning materials) throughout times; 3. great mathematicians and their lives and discoveries. Course 2 (Thresholds in mathematics): 1. thresholds as difficult concepts in mathematics (representations for those concepts are sometimes impossible or very complex). Some examples: operations with fractions, number 0, uniting, distributive law, properties, structure of the number, elementary addition and subtraction, hierarchy in geometry, properties of shapes, geometry	A számolás tanítása, számkör -bővítések	TT17NA05A05	tanító	nem	III

Education: Mathematics	0021990	ősz	tanító	<p>number 0, unitizing, distributive law, percentage, structure of the numbers, elementary addition and subtraction, hierarchy in geometry (concepts of shapes, growing dimensions in space and in measures).</p> <p>Course 3 (Problem solving):</p> <ol style="list-style-type: none"> 1. problems; 2. learning materials and strategies for problem-solving; 3. mathematization and mathematics language; 4. horizontal (from the problem to the mathematics and back) and vertical mathematization (according to the three levels: informal, semi-formal, formal) 	A számolás tanítása, számkörbővítések II.	TT24NA05A04	tanító	nem	III
European Primary Teacher Education: Environment and Sustainable Development	0021599	ősz	tanító	<p>The political, cultural, economic, social and ecological aspects on environmental issues will be discussed. Important topics are:</p> <ol style="list-style-type: none"> 1. demographic processes, 2. environmental concepts and problems, 3. human basic needs and their influence on the environment, 4. multicultural society, 5. historical dimensions of civilizations, 6. ethical issues in the discourse of sustainable development, 7. science/technology. 	Környezetismeret tantárgypedagógia	TT24NA10A03	tanító	nem	III
European Primary Teacher Education: Plurilingual and Intercultural Education	0070610	ősz	tanító	<ol style="list-style-type: none"> 1. The subject addresses the linguistic diversity of Europe, the linguistic and cultural awareness in the European context. It also intends to inform how to promote and strengthen children's self-esteem and social skills through the development of pluri/multilingual and intercultural awareness. 2. Students are also acquainted with the processes of language acquisition and language learning / teaching. They will also gain the knowledge of cognitive processes in language development in the context of pluri/multilingual education and learn about teachers' competencies needed for language teaching in pluri/multilingual contexts. 3. Furthermore, students will deal with the themes of how to increase learning opportunities in applying plurilingual education and how to implement the European dimension in plurilingual education. 4. Various documents (e.g. resolutions) on European language policies, the information of the most relevant instruments and networks for pluri/multilingual and intercultural education, as well as options for promoting the pluri/multilingual and intercultural dimension in the local environment, will also be discussed. 	Interkulturális kommunikáció	SZABV23-1	tanító	nem	szabadon választható
European Primary Teacher Education: Arts	0070611	ősz	tanító	<p>Music:</p> <ol style="list-style-type: none"> 1. creative musical expression through performing, creating and listening to folk music, authored European musical heritage and contemporary music; 2. music language in interdisciplinary connections; 3. musical literacy in the context of the teaching-learning theory and practice <p>Fine Arts:</p> <ol style="list-style-type: none"> 1. visual and plastic expression, as an attitude of re-creation, through the intimate contact with different European movements of arts and crafts; 2. visual and plastic experiments as a personal and universal language and an interdisciplinary activity; 3. visual literacy as a self-learning process, as a way to understand and to express the richness of visual language diversity in the past and present days. <p>Performing Arts:</p> <ol style="list-style-type: none"> 1. various forms and techniques of theatrical expression and their implementation in the educational process; 2. the richness of theatrical language in the modern multicultural world; 3. performing skills (acting, narrative, dance movement, animation and improvisation) 4. applicability of theatrical skills and methods in the educational process; 5. staging process in parallel with the learning process 6. expression, communication and teaching through metaphors / indirectly (empathetic, kinesthetic, embodied teaching and learning) 7. multimedia, digital art: film, video; integration of digital technology as an contemporary expressive creative skill in the learning process and multicultural communication. 	Ének-zene és tantárgy- pedagógiája 3.	TT22NA02A03	tanító	nem	III
					Ének-zene és tantárgy-pedagógiája 2.	TT24NA02A02	tanító	nem	III
					Vizuális megismerés és esztétikai művészeti ismeretek	TT22NA12A01	tanító	nem	III
					Tárgykultúra, kézműves design és konstruálás	TT24NA12A03	tanító	nem	III
Intercultural Slovenia in Multicultural Europe	0070651	ősz	tanító	<ol style="list-style-type: none"> 1. Interdisciplinary approach to fundamental characteristics of Slovenia and the countries from which the students are on exchange. 2. Acquiring knowledge of, comparison, evaluation of the social, natural, cultural environments of Slovenia and of the selected countries. 3. Geographical aspects: the natural- and social- geographical characteristics, environmental issues, the school system ... 4. Historical aspect: the major turning points, ethnic identity, the establishment of the country ... 5. Fairytale/literary paths 6. Music... 	Interkulturális kommunikáció	SZABV23-1	tanító	nem	szabadon választható

Selected Topics in Fine Arts Activities	0560255	ősz	tanító	<p>1. developing students' ability to communicate with visual characters in the teaching and learning of fine art language,</p> <p>2. the child's fine art ability from the second to the fourth year of age,</p> <p>3. the child's fine art ability at the age of five,</p> <p>4. the child's fine art ability at the age of six,</p> <p>5. the child's fine art ability at the age of seven,</p> <p>6. the child's fine art ability at the age of eight,</p> <p>7. the pupil fine art expression and the exploration and detection of the specificities of the fine art concepts:</p> <p>8. making of drawings (materials and traces, dots / lines, lines / points and basic drawing materials and accessories, line and point in the environment and nature, drawing bases and position on the format, variety of drawn forms, solid (dry) and liquid materials,</p> <p>9. making of paintings (colour surface, painting materials, paints, colours and picture, colour mixing, light and dark colours, light and dark colours with white and black, painting aids, bases, primary, secondary and tertiary colours, light and dark, hard and liquid painting materials),</p> <p>10. making of graphics (trace - imprint, print and prints, material surfaces and prints, stencil, art and industrial graphics, monotype and stencil),</p> <p>11. making of sculptures (object shapes, statue, sculptor, basic sculptural materials, sculptural implements (tools), kneading, pressing, rolling clay, sculpting from one piece of clay, sculpture studio, sculpting from different materials,</p> <p>12. making of spatial forms (designing a living space, components of the living space, inside and outside the living space, orientation of the architecture spaces, shapes and sizes of architectural spaces, building materials, arrangement of interior spaces, furnishing of interior and exterior spaces).</p>	Vizuális megismerés és esztétikai művészeti ismeretek	TT22NA12A01	tanító	nem	III
					Tárgykultúra, kézműves design és konstruálás	TT24NA12A03	tanító	nem	III
Communication of discoveries in mathematics and physics	0070680	ősz	tanító	<p>1. Outline of the role of mathematics and physics in contemporary society.</p> <p>2. Presentation of selected scientific methods and recent achievements in different fields of mathematics and physics (for instance, graph theory, algebra, seismology, particle physics, etc.) and public reports about these achievements.</p> <p>3. Overview of tools for communication and circulation of scientific ideas and discoveries by means of traditional (radio, TV, press) and new media (world wide web, e-mail, scientific blogs and forums, movies, video recordings and video conferences, social networks, group collaboration tools, etc.).</p> <p>4. Introduction to different means of promotion and raising public awareness about the importance of scientific achievements in mathematics and physics: public presentations and lectures for different target audiences, workshops, debates, group experiments, competitions, contests, exhibitions, theatrical shows, artistic projects, concerts, artistic sculptures.</p> <p>5. Adopting content to different target audiences: preschool, primary, secondary school youth, educated public, and general public.</p> <p>6. Development of understanding the relation between popularization and wide acceptability versus scholarly and in-depth approach.</p> <p>7. Presentation of selected successful examples from home and international practice: mathematical or physical exhibitions, museums, festivals, traditional and specific occasion projects (The Chain Experiment, Project MARS, World year of Physics, International year of Astronomy, Mathematics of Planet Earth, etc.).</p>					
Learning and knowledge creation – from brain to experience	0075788	ősz	tanító	<p>Overview of basic cognitive science perspectives on human mind and related views on knowledge creation and learning.</p> <p>Overview of basic conceptions of human mind and related models of learning:</p> <p>1. Am I computer? Mind, knowledge creation and learning as an information process (what is learning in computers and what in humans; similarities and key differences).</p> <p>2. Am I brain? Mind, knowledge creation and learning from the perspective of the brain (neuroscientific perspective (from molecular to functional level of brain operation), emotions, feelings, reason and reflection, the question of reducing cognition and learning to brain functioning, the question of contribution of neuroscience to understanding of knowledge creation and learning processes, neuroeducation).</p> <p>3. Am I body? Mind, knowledge creation and learning from the perspective of embodied cognition (role of the body in cognitive processes and knowledge creation, situatedness in environment and the importance of interaction with environment).</p> <p>4. Am I experience? The role of experience in cognition, knowledge creation and learning (critique of some approaches to studying the human mind, knowledge creation and learning, the role of consciousness).</p> <p>Different modalities of thinking and related strategies of knowledge creation and understanding (differences and similarities of various approaches to studying cognition, knowledge creation and learning related to different modalities of thinking: experience and behavior). Introspection: how do I think and how do I learn? Reporting on first-person inquiry of one's own modalities of thinking and with that connected learning strategies.</p>					

Creative movement and dance pedagogy	0020821	ősz	tanító	<p>1. Holistic learning, social learning, holistic communication, integration of physical and spiritual, holistic game, movement, creativity and learning.</p> <p>2. Neuroscience and learning through movement/ dance.</p> <p>3. Creation through movement and dance -types of creative activities and integration with all educational areas.</p> <p>4. Art as a form of interpersonal and intrapersonal communication as well as help through arts with the emphasis on communication through creative movement and dancing.</p> <p>5. Cultural education, children's artistic creativity, capability of children's perception and their expression.</p> <p>6. Learning and teaching with art and through art, encouraging creativity, developing imagination through creative movement and dancing.</p> <p>7. Creative movement in kindergarten/school: aims, methods, forms, methodological instructions, incentives for moving - dancing creativity, integration with all educational areas, creative movement as educational method in kindergarten, in the first triennium and in further stages of primary schools, planning and analysis of educational work, relaxation function of movement and movement creativity, team dynamics, communication and creativity through movement and dancing as well as education for peace.</p>					
Interesting physics around us	0070690	ősz	tanító	<p>Science (especially physics) as a background of</p> <p>1. interesting natural phenomena (rainbow and other atmospheric optical phenomena, weather phenomena, ...);</p> <p>2. topics, related to environment and sustainable development (energy resources, greenhouse, ...);</p> <p>3. modern technological devices (microwave oven, cellular telephones, LCD displays, CD and blue-ray devices, GPS devices, ...);</p> <p>4. medical diagnostic appliances (ultrasound, X-ray apparatus, NMR, ...), use of lasers in medicine;</p> <p>5. physics of sports (cycling, swimming, climbing, ...);</p> <p>6. other topics, suggested by students.</p>					
English Through Primary School Curriculum	0021712	tavasz	tanító	<p>1. The students read, listen, watch, write, analyze and evaluate texts related to the Primary School curriculum with the main emphasis on the texts which refer to the instruction in the first and second triad of the primary school.</p> <p>2. The students acquire, notice and use the terms that are characteristic of the texts and teaching materials in English language of the following school subjects/areas: Mathematics, Human and Natural Sciences, Sport, Arts, Music etc.</p> <p>3. The students use different kinds of texts, for example, teaching materials, textbooks, journal articles, newspaper articles, audio and video recordings etc.</p> <p>4. Furthermore, they acquire and use a selected set of academic vocabulary typical of abstracts in journal articles</p>	Angol tantárgypedagógia az osztálytermi gyakorlatban	TT22NA01MT16	tanító	igen	VIII
					Angol mint idegennyelv tantárgypedagógiája az osztálytermi gyakorlatban	TT24NA01MT15	tanító	igen	VII
European Primary Teacher Education: Pedagogy and Didactics	0070609	tavasz	tanító	<p>1. Educational system structure.</p> <p>2. Formal education/Non Formal Education.</p> <p>3. Pedagogical models/ developmental Decroly, Bronfenbrenner etc).</p> <p>4. Curricula development: aims, contents, outcomes.</p> <p>5. Learning environment: time, space, resources, group of children, their relationships.</p> <p>Processes of learning and teaching:</p> <p>1. methodologies/strategies;2. pedagogic differentiation;3. levels of curriculum design: macro /supranational/national, mezzo/local/school, micro/class.</p> <p>Key elements to build a plan:</p> <p>1. goals;2. learning outcomes;3. contents;4. time;5. space;6. actors;7. strategies;8. activities;9. resources;10. evaluation tools.</p> <p>Cooperation:</p> <p>1. team work;2. team teaching;3. pedagogical team;4. leadership styles;5. cooperative learning.</p> <p>Teacher as an education professional:</p> <p>Professional competences (comparative approach):</p> <p>1. interpersonal competent;2. pedagogic competent;3. didactics competent;4. competent in professional content;5. competent in organization;</p> <p>6. cooperation with colleagues and cooperation with environment;7. personal development;8. reflection.</p> <p>Reflexive thinking</p> <p>1. reflection before/in action/over action;2. open mind, accept different points of view.</p>	Pedagógiai praktikum	TT17NA06A09	tanító	nem	IV
Speaking in English for Teachers	0021602	tavasz	tanító	<p>1. Oral communication in a foreign language is one of the main goals of learning a foreign language.</p> <p>2. In this course the students will learn about the main differences between written and spoken English, and about the characteristics of a variety of speech acts (monologue, interview), as well as about the types of speech acts (questioning, thanking, making excuses, proposing, etc.).</p> <p>3. By analysing video recordings of native speakers they will get acquainted with the importance of body language and the use of communication strategies, e.g. how to get involved in a conversation, how to change the topic of conversation, how to use fillers in a language, how to communicate with insufficient knowledge of the language, and the like.</p> <p>4. Through various activities such as information gaps, communication games, role-plays, simulations, and discussions they will develop the above mentioned communication strategies and at the same time practise their speaking skills in English.</p> <p>5. Students will learn about the characteristics of successful presentations, e.g. planning with regard to the target audience, topics and the time of presentation, use of visual aids and multimedia, and samorefleksio in skupinsko analizo. the like.6. Some of the students' speech acts will be videotaped for better self-reflection and group analysis.</p>					

Nature and young children	0060573	tavaszi	tanító	<p>1. The importance of outdoor play and learning for children.</p> <p>2. The characteristics of forest kindergartens and schools.</p> <p>3. Didactic science games in nature.</p> <p>4. Didactic approaches to the management of children when learning about the forest, meadow, pond and stream.</p> <p>5. Organization and safety of outdoor activities with preschool children and children at primary school children.</p> <p>6. Visitation of groups of children at the zoo and in the botanical garden.</p> <p>7. Animal farming in kindergarten and school (vivariums): aquarium, aqua-terrarium, terrarium.</p> <p>8. The cultivation of plants in the kindergarten and in school: ornamental plants, vegetables, berries, herb garden.</p> <p>9. Method of learning about animals through direct experience.</p> <p>10. Didactic approaches to learning about the characteristics of living organisms (nutrition, reproduction, growth and development, birth and death ...) and about the needs of living organisms (food, water, air, space ...).</p> <p>11. Developing a respectful attitude towards living creatures.</p>	Környezetismeret tantárgy-pedagógia	TT22NA10A03	tanító	nem	IV
Aspects of natural sciences for sustainable development and green transition	0643436	tavaszi	tanító	<p>1. NATURE-RELATED SUSTAINABLE DEVELOPMENT GOALS (SDG 2: ending hunger, SDG 3: health and well-being, SDG 6: clean water and sanitation, SDG 7: affordable and clean energy, SDG 13: climate action, SDG 14: living in water, and SDG 15: living on land).</p> <p>2. NATURAL ENVIRONMENTAL SCIENCES (environmental chemistry, green chemistry, ecology, definitions of biodiversity).</p> <p>3. PLANETARY BOUNDARIES (significance for environmental protection).</p> <p>4. SDG 2: AGRICULTURE AND BIOTIC DIVERSITY (rocks, soil, bio-geo-chemical cycles of substances on Earth, importance of agriculture, food production, impacts of agriculture on the environment from perspective of biodiversity).</p> <p>5. SDG 3: HEALTH AND WELL-BEING OF PEOPLE AND ANIMALS (welfare and protection of animals, human-animal relationship, non-verbal communication and handling of animals)</p> <p>6. SDG 6: WATER (water hardness, water pH, consequences of water pollution, eutrophication, sediments, sea acidification, microplastics effects on water areas from biodiversity perspective).</p> <p>7. SDG 7: ENERGY (basic natural principles of operation of traditional and alternative energy sources, hydroelectric power plants, thermal power plants, nuclear power plants, wind power plants, solar power plants).</p> <p>8. SDG 13: ATMOSPHERE (weather and climate, processes in the atmosphere, causes of climate change - increased greenhouse effect, other consequences of pollution - photochemical smog, destruction of stratospheric ozone, acid precipitation).</p> <p>9. SDG 15: WASTE (hazardous substances in the environment as a result of human activity, effects on land from diversity perspective).</p>	Környezeti-, társadalmi -, és gazdasági fenntarthatóság	TT17NA10MT15	tanító	igen	VIII
					Környezeti-, társadalmi -, és gazdasági fenntarthatóság	TT24NA10MT08	tanító	igen	VIII
Get to know the world around us by the use of experimental work	0146119	tavaszi	tanító	<p>The importance of experiments in teaching and learning of science (cognitive, affective, psychomotor domain)</p> <p>Science (primarily chemical) background related to the knowledge about getting to know compounds related to:</p> <p>1. domestic household substances (eg soaps and detergents, superabsorbents, food and beverages, cosmetics);</p> <p>2. interesting substances from natural sources (eg natural dyes, essential oils, natural pharmaceutical ingredients);</p> <p>3. substances that are important for the environment (eg fossil fuels vs. biofuels, synthesis and degradation of bioplastics, quality and purification of water resources ...);</p> <p>4. modern materials (eg usable in textile, building and construction, orthotics and prosthetics);</p> <p>5. substances that are important to companies from the local environment (eg paper-, glass-, polymers- industry);</p> <p>6. additional topics on the student's proposal.</p>					
Sexual education with sexual culture	0642794	tavaszi	tanító	<p>Learning about sexuality and building gender identity is an important part of growing up for everyone. Sexuality then remains a very important part of individuals and society throughout our entire lives. Sexual health affects physical health, well being, self-esteem, the identity of individuals and society in general. Despite all very important and unavoidable influences on the lives of children, adolescents, adults, and society in general, sexuality is still a neglected topic in the pedagogical space. Those subjects are poorly addressed even during the university training of future pedagogues. Therefore, in this elective course we want to present the field of human sexuality and sexual education from biological foundations to social and societal issues as comprehensively and interdisciplinary as possible. The biological, psychological and social aspects of human sexual identification will be presented. The course will present various examples of sex education in the learning process, learning about sex at different educational levels (pre-school, primary school, secondary school, as well as adult education programs). The emphasis will be on the comparative approach, where we intend to present an overview through practical examples of addressing the topics of sex education in different European countries and critically evaluate and compare them. Content from the field of sex education will be presented in textbooks of various subjects as well as countries. In this way, students will get an overview pertaining to the field of sex education and sex culture in the school environment and the ability to critically evaluate them and integrate them into the learning process. We will also address other pedagogical practices, related to gender attitudes, sexual acceptance, and understanding the plurality of gender identities. By reflecting on our own pedagogical work, we can deepen our understanding of what content we provide regarding gender and sexuality and how we provide open space for expression and research in this field.</p>	A nemi egészségszervezés alapjai gyermek- és serdülőkorban	SZABV20-05-01	tanító	nem	szabadon választható

Multicultural (Intercultural) Children's Literature	0070653	tavasz	tanító	1. Theory of children's literature: the author, the text, the addressee; culture and intercultural spaces. The types of inter-cultural children's literature, multiple meanings of literary texts; characteristics of literary persons, space, time, events and motives for action, in different cultures and intercultural links. 2. Overview Intercultural Children's Literature: Classical and Contemporary Children's artists in Slovenia and Europe, the two social turning point: after 1960 and beyond to 1990. 3. Literary didactics: basic intercultural literary didactics (typology of reading cross-cultural links, the principle of reader-response, learning objectives of intercultural children's literature, the school interpretation of literary texts), communication classes. 4. Overview of illustrations in picture books: stereotypes, symbolism, the role of minorities; time and space, movement, characterization, perspective, modality, complementary illustrations and text, double the addressee etc. 5. Overview literary content of texts: behaviour, standards of success, problem solving, role of women's and children's literary persons; minor role; lifestyles; cultural and intercultural values; interpersonal relations, the main and secondary literary persons; activity - inactivity, power - powerless, adults - children, male-female. 6. Verbal language and social reality in the cross-cultural literary texts (in the language of sexism, stereotyping, political correctness in perception of different cultures, races, genders, ideologies and lifestyles since 1990). 7. Quality intercultural literary texts that stimulate the imagination, responsibility, tolerance and respect for other cultures	Angol nyelvű gyermekirodalom I	TT22NA01MT07	tanító	igen	IV
					Angol nyelvű gyermekirodalom I	TT24NA01MT09	tanító	igen	IV
Inquiry Based Science Learning	0070686	tavasz	tanító	1. Characteristics, structure and specifics of IBSE (inquiry-based science education). 2. Organisation and guiding science learning which enables gradual construction of knowledge and understanding of the surroundings with one's own activity. 3. Control of variables and fair testing. 4. Development of skills, typical for scientists (question – forming, experimenting, measuring, data management, inferring, argumentation and presenting the findings). 5. Work will be organised on concrete examples of teaching motion, properties of matter, light, temperature, weather and electricity.					
Creative Technical Workshops	0060576	tavasz	tanító	1. Importance of creativity in design and echnology. 2. Creativity and inventiveness. 3. Creative thinking in design and technology. 4. Creative work and adaptations for kindergarten/school. 5. Techniques, methods and strategies of creative thinking in design and technology. 6. Technology-based problem-finding and –solving in design and technology. 7. Design thinking in education. 8. Evaluation and decision making.					
Early learning of robotics	0146120	tavasz	tanító	1. What is robotics, branches of robotics, the role if robotics in education. 2. Open electronic platforms suitable for learning robotics (eg Arduino, rasperry, etc.). 3. Operation of the basic input and output functions of the robot controller with examples of use. 4. An overview of the various programming environments for school projects on robotics. 5. Using analogue to digital in digital to analogue conversion. 6. Controlling various motors and other power systems. 7. A review of basic electronic sensors important for robotics. 8. S-R-A loop (sensing - reasoning - acting loop). 9. Communication protocols between robotic systems. 10. Assembly of programming devices (for example, mobile robot, lockable ...) in conjunction with the controller, programming of operation. 11. Planning, implementation and documentation of the project from robotics. 12. The importance of robotics in motivating young people for science in technology, robotics competitions. 13. Robotics as the starting point for an integrated approach to teaching science, technology, engineering and math (STEM).					
Stories in Teaching Foreign Languages to Young Learners	0643458	tavasz	tanító	Stories in teaching Foreign Languages to Young Learners course includes the following content areas: 1. The role of stories in the development of first/ language of instruction and foreign language skills, plurilingualism, intercultural awareness, and literacy in a foreign language. 2. An overview of stories and picture books for teaching English at the primary level. 3. Searching for cultural and linguistic similarities and differences in stories in different languages. 4. Examination of the possibilities of reading, telling, reading aloud and retelling stories. 5. Using Total Physical Response (TRP) in storytelling. 6. Learning about different visually supported texts (e.g., short animated films) and their use in the classroom. 7. Translanguaging in storytelling. 8. Planning classroom work using stories. 9. Evaluating stories and their suitability for FL instruction according to different criteria (language, content, illustrations, intercultural awareness, cross curricular integration, etc.). 10. Creating stories suitable for (foreign) language teaching using different materials and media (e.g., ICT tools for story creation).					

European Primary Teacher Education: Society, Culture and Education	0070608	tavaszi	tanító	<p>Part I. Philosophical and sociological aspects of pedagogical discourse and practices.</p> <ol style="list-style-type: none"> 1. Pedagogical discourse: the ideas of enlightenment, child-centred education, etc. 2. Education vs. instruction. 3. Education in post-modern society. 4. Pedagogical discourse and its social dimension: class, gender, race, etc. 5. Ethical dimensions in pedagogical discourses. 6. Pedagogical discourse and the concept of knowledge. 7. Pedagogical discourse and the concept of autonomy. <p>Part II. Identity.</p> <ol style="list-style-type: none"> 1. Collective identities - from personal to national awareness. 2. Recognizing individual and social (cultural) factors constituting self-identity (identity as "an iceberg concept"). 3. Cultural identity as a process based on self-reflection, personal effort and transformation. 4. The concept of group membership -mechanisms of including / excluding a member; different types of socio-cultural "borders". 5. Pre-national, national and post-national models of cultural identity. 6. Cognitive and emotional elements of identity structure; symbolic codes of constructing collective identity. 7. National pride as a component of identity -reflecting on comparative research and private experience. 8. Explaining ethnocentrism - sociological and political sources and consequences of ethnocentric / nationalistic attitudes in Europe. 9. Problems of building identity in multicultural environment / on borderlands. 10. Coping with multicultural problems in identity building - different patterns of reactions: integration, assimilation, isolation. 11. Recognizing stages (levels) in building bicultural / multicultural identity in children - case study of an immigrant child. 12. European identity as a construct - factors constituting European identity of a teacher (an overview of EU documents). 13. Planning methods of developing intercultural awareness in children - connecting theory and practice. 14. Identity in a globalised world / postmodern society. 15. Modern dilemmas in building identity according to Anthony Giddens. 16. Tourists and vagabonds - as postmodern types of identity in the theory of Zygmunt Bauman. 17. Global dimensions of identity - how, when and why? Personal reflection based on individual experience and reflective diary. <p>Part III. Dealing with the new/the strange in Europe.</p> <ol style="list-style-type: none"> 1. Dealing and coping with the diversity, exploring terms like immigration, xenophobia, homophobia, otherness, tolerance, multiculturalism and multilingualism in the context of education, the need for acceptance of diversity, their consequences. <p>Part IV. Equity and equality in school systems and education.</p> <ol style="list-style-type: none"> 1. Exploring concepts of equity and equality in its roots and actual dimensions [Born equal; human rights; how do school systems work and why]. 2. Teleological and deontological ethics: ethical backgrounds in pedagogical practices, politics and discourses. [the building of an European identity through social and educational thinking]. 3. Targeting inequality: roles of educational systems, schools and teachers.[the role of education in reducing social inequality; the role of the teacher in the reproduction of inequality; comparing efficiency/effectiveness in targeting inequality; meritocracy; mechanism to diminish inequality]. 4. Equality, universality and the right to difference; acceptable inequality for equity; gender and equality. <p>Part V. The rights of people and children.</p> <ol style="list-style-type: none"> 1. Exploring the rise and content of a 'rights-based-culture' in Europe - and beyond - and the obligations this culture holds for education, knowledge and competences of future teachers. <p>Part VI. Pedagogical leadership</p> <ol style="list-style-type: none"> 1. Exploring what it means to be a pedagogical leader in a multicultural and democratic society. Different kinds of pedagogical leadership are related to fundamental values as democracy, equality and equity. Concepts of 'leadership' are also related to national curricula and to EPTE-principles.N.B. Learning Unit 1 should be regarded as the central or basic learning unit of this module. The other units are concrete subject-driven units related to unit 1. and determined each year under one condition that each year all together at least three (3) are selected. 					
Selected Topics in Fine Arts	0560255	tavaszi	tanító	<ol style="list-style-type: none"> 1. developing students' ability to communicate with visual characters in the teaching and learning of fine art language, 2. the child's fine art ability from the second to the fourth year of age, 3. the child's fine art ability at the age of five, 4. the child's fine art ability at the age of six, 5. the child's fine art ability at the age of seven, 6. the child's fine art ability at the age of eight, 7. the pupil fine art expression and the exploration and detection of the specificities of the fine art concepts: 8. making of drawings (materials and traces, dots / lines, lines / points and basic drawing materials and accessories, line and point in the environment and nature, drawing bases and position on the format, variety of drawn forms, solid (dry) and liquid materials, 	A vizuális nevelés tantárgy-pedagógiaja	TT22NA12A02	tanító	nem	IV

Activities				<p>9. making of paintings (colour surface, painting materials, paints, colours and picture, colour mixing, light and dark colours, light and dark colours with white and black, painting aids, bases, primary, secondary and tertiary colours, light and dark, hard and liquid painting materials),</p> <p>10. making of graphics (trace - imprint, print and prints, material surfaces and prints, stencil, art and industrial graphics, monotypy and stencil),</p> <p>11. making of sculptures (object shapes, statue, sculptor, basic sculptural materials, sculptural implements (tools), kneading, pressing, rolling clay, sculpting from one piece of clay, sculpture studio, sculpting from different materials,</p> <p>12. making of spatial forms (designing a living space, components of the living space, inside and outside the living space, orientation of the architecture spaces, shapes and sizes of architectural spaces, building materials, arrangement of interior spaces, furnishing of interior and exterior spaces).</p>	Vizuális nevelés tantárgy-pedagógiaja	TT24NA12A04	tanító	nem	IV
Puppets in a pedagogical process	0642786	tavaszi	tanító	<p>1. Communication of children with art and through artistic expression.</p> <p>2. Child and the puppet, puppet in kindergarten and school.</p> <p>3. Simple puppetry techniques, basic of animation.</p> <p>4. Puppet play in teaching and learning process.</p> <p>5. Creating and expressing with puppets through three levels of stylization: fine art, movement and sound.</p> <p>6. The role of the puppet as a mediator in a communication .</p> <p>7. Cultural education, the child's artistic creativity, the ability of the child's comprehension and expression.</p> <p>8. Theatre/creative drama as socialization and sensitization.</p>					
Innovations of Pedagogical Practice and Teachers' Development	0075643	tavaszi	tanító	<p>1. Students become familiar with basic characteristics of innovation in the pedagogical field and learn about the meaning of innovations for quality learning process.</p> <p>2. Students become familiar with basic models and concepts of innovation, different kinds of innovations (immanent and contact, selective, directive) and basic stages of the process of innovation (deciding to accept innovation, introducing innovation and reinforcement of innovation).</p> <p>3. The relationship between innovation and research and the relationship between the teacher –the innovator and the teacher – the doer of action research.</p> <p>4. Students learn about different factors of innovation: school atmosphere and culture, staffroom atmosphere, principal's role, teacher cooperation, motivation and teacher's willingness to innovate, possibilities of education and training, quality of education, establishment of partnership with faculties and other institutions, economical aspect, status of the teaching profession, etc..</p> <p>5. They profoundly analyse the influence of different factors for effective innovation of pedagogical practice.</p> <p>6. Students reflect their own conceptions of teacher's professional role and become aware of the meaning of innovation for teacher's professional development.</p> <p>7. Students become familiar with principles and models of teacher's professional development.</p>					