

Külföldi intézmény neve:	Maynooth University
Erasmus kód:	IRL MAYNOOT01
Kurzusinformáció	https://www.maynoothuniversity.ie/international/study-maynooth/available-courses/education
	https://www.maynoothuniversity.ie/international/study-maynooth/available-courses/froebel-department-primary-and-early-childhood-education
	A kurzusok átjárhatók, nincs megköve, hogy csak egy részlegről lehet felvenni.
	A Froebel Department esetében két fontos információ: a többi tanszékhez eltérően itt szeptember elején kezdődnek az órák (a többin két héttel később), emiatt novemberben nem igen vannak órák. A legtöbb tárgy vagy egy féléves (ősz), vagy teljes éves. A második félévben nem igazán vannak kurzusaik, így érdemes vagy az őszi félévet választani mobilitásra, vagy teljes évre menni (lehet hosszabbítani is).
	Akik tavaszra pályáznak nem vehetik fel az egész éves (year long) kurzusokat!

Külföldi tanegység és tematika	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művter	Félév
Froebel Department of Primary and Early Childhood Education									
BUILDING RELATIONSHIPS WITH CHILDREN, FAMILIES AND COMMUNITIES	EDC213	egész éves	tanító, óvó, csecsemő	This module will support students to work effectively with children, (birth to six years) parents and families, understanding the integrated nature of relationship within an ecological framework. It will consider working with parents and families as a democratic practice and examine how these relationships are built and developed. The module will also explore national and international models of effective partnership and integrated delivery to improve outcome for children, families and communities.					
CHALLENGES IN PUPIL CARE	EDF442	egész éves	tanító	This course will equip teachers with theoretical and practical ideas for supporting children in schools when they are encountering difficult times. Students will consider the impact of trauma, bereavement, parental separation, parental drug misuse, and abuse/neglect on the lives of children. Students will explore how such challenges impact on children's family life and education, explore school-based initiatives, which offer protective structures, and clarify their responsibilities in relation to child protection. Students will learn about the Meitheal process and build confidence in participating or leading a Meitheal.					
CREATIVE RESPONSES FOR LIFELONG PRACTICE FOR TEACHING AND LEARNING	EDF351	tavasz	tanító	This module provides opportunities to identify and examine the core values, vulnerabilities and professional commitments of the role of the teacher, along with seeding a rooted authentic critical reflection and exploring it's impact on lifelong teaching and learning through a creative arts-based approach. This elective will focus on exploring and developing the fundamental elements of critical reflective practice for the student teacher through active engagement and research-informed creative arts-based responses which can be directly applied to professional and pedagogical practice. ABR responses are designed to stimulate and accommodate a deeper, more sensory exploration of personal and professional reflection, along with cultivating an understanding of the unique nature of the role of the teacher which is vital for fostering a steadfast, sustainable approach to critical reflection and a commitment to lifelong teaching and learning. As part of the exploration of teacher identity and in augmenting a robust critical reflective practice for life, student teachers will engage in examination of one the core conditions of teaching; that of vulnerability. Understanding the well-documented micro-political reactionary strategies to vulnerability in teaching, as well as the positive impact of vulnerability as a practice in creating trusting learning environments and promoting connection, can equip student teachers with the ability to adapt within every day challenges and to embody the phenomenon of the teacher as a perpetual learner and reflective practitioner.					
CREATIVITY AND COMPUTATIONAL THINKING IN THE CLASSROOM	EDF356	tavasz	tanító	This module is designed to align Froebelian teaching and learning philosophies of creativity and playful approaches with computational thinking and constructionist principles within the primary classroom. This elective focuses on the purposeful design of creative and playful computational thinking and learning experiences using BeeBots and SPIKE Essentials Lego Education materials alongside other suitable resources for the primary classroom. Students actively engage in hands-on experimentation in this module and critically examine construction-oriented learning opportunities. There is an emphasis on reflective learning and practice as students engage in digital portfolio design. The module incorporates readings, classroom best practice videos, workshops and ongoing discussions to illustrate how these experiences align with theory, classroom application rooted in Froebelian philosophies, and the primary curriculum framework. Underpinned by a constructionist learning environment, the module aims to deepen students' understanding of creativity and playful approaches to Computational Thinking (CT) by designing authentic, child-centred learning activities.					
CURRICULUM AND METHODOLOGIES 2	EDF229	egész éves	tanító	In relation to the middle primary classes, students will continue to explore the dynamic processes by which curriculum is designed and facilitated for all pupils. These are underpinned by a broad range of theoretical lenses, including literature pertaining to Integration and Problem-based Learning, Assessment and Universal Design for Learning and digital learning methodologies. Student teachers are supported to engage with pupils in order to develop effective, creative and imaginative strategies that promote individual and shared learning, further embedding playful pedagogies, in alignment with national curricula/curricular frameworks. Through reflection on, and evaluation of, their own teaching and learning experiences, student teachers will be encouraged to think critically about characteristics, organisation and management of an inclusive, Froebelian, and enquiry-based learning environment. Student teachers will plan and implement the subject matter, pedagogical content and related methodologies of Visual Arts, Drama, Music, PE, SESE and SPHE, through Froebelian and child-led approaches. An awareness of the interdependence of teachers' learning and pupil learning and the importance of teacher-pupil relationships in the teaching/learning process will be further built upon. An extended range of methodologies to achieve planned outcomes will be experienced and implemented, including a variety of opportunities to experiment with and explore new and emerging technologies for teaching and learning.	Pedagógiai tervezés	TT17NA06A06	tanító	nem	III
				This module will introduce students to the principles, aims and methodologies of national curricula. Key teaching skills and pedagogic tools in Physical Education will be explored through a practical workshop approach. Students will also engage with the principles and processes of planning, assessing and evaluating subject-specific content across the Games and Dance strands at junior class level. Students will be introduced to a number of fundamental areas as part of this module. These include:	Testnevelés és tantárgy-pedagógia II.	TT17NA11A03	tanító	nem	III

CURRICULUM, METHODOLOGIES AND ASSESSMENT 1: PHYSICAL EDUCATION	EDF128P	ősz	tanító	<ul style="list-style-type: none"> - The central role of play and active learning across the curriculum - The rationale for observation Organisation and attributes of a Froebelian learning environment Motivation as key to management of learning - The use of concrete materials as part of guided discovery learning The rationale for the use of particular approaches to the teaching and learning process. 	Testnevelés és tantárgy-pedagógiája 3.	TT24NA11A03	tanító	nem	III
CURRICULUM, METHODOLOGIES AND ASSESSMENT 2- PE	EDF229Y	ősz	tanító	In this module, the teaching skills in PE in primary school settings are developed through practical workshop approaches Through reflection on, and evaluation of, their own teaching and learning experiences, students will be encouraged to think critically about the characteristics, organisation and management of an inclusive, Froebelian, enquiry-based environment. Students will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum. This module will explore assessment principles and practices; collaborative and problem-based learning.	Testnevelés és tantárgy-pedagógia II.	TT17NA11A03	tanító	nem	III
					Testnevelés és tantárgy-pedagógiája 3.	TT24NA11A03	tanító	nem	III
CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: DRAMA	EDF229D	ősz	tanító	This weekly module extends students' knowledge and skill in the area of drama pedagogy. It introduces and develops a range of drama methodologies as part of a thematic planning approach. The module content focuses on active exploration of the Irish Primary Curriculum for the middle primary classes (children age 7-11 approximately).	Drámajátékok	TT22NA04A08	tanító	nem	VI
					Drámapedagógia és kortárs irodalom	TT24NA04A08	tanító	nem	VI
CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: MUSIC	EDF229M	ősz	tanító	This module will introduce students to the principles, aims and key methodologies of the Irish Primary School Music Curriculum for middle primary school classes. Students will explore the three strands of the Music Curriculum – Performing, Listening and Responding and will participate in active, practical, collaborative activities demonstrating the inter-related nature of these three strands. Students will also engage in curricular planning for Music in an inclusive, Froebelian, child-centred curriculum. While reflecting on their own teaching and learning experiences, students will be provided with opportunities to explore assessment and differentiation principles and practices.	Ének-zene és tantárgy- pedagógiája III	TT22NA02A03	tanító	nem	III
					Ének-zene és tantárgy- pedagógiája 3	TT24NA02A03	tanító	nem	III
CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: SESE	EDF229X	ősz	tanító	<p>This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive. The key teaching skills in SESE for those classes will be explored.</p> <p>Students will also engage with SESE curricular planning for middle standards in primary school. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the characteristics, organisation and management of an inclusive Froebelian enquiry based environment. Students will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum.</p> <p>This module will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool</p>					
CURRICULUM, METHODOLOGIES AND ASSESSMENT 2: VISUAL ART	EDF229V	ősz	tanító, óvó, csecsemő	<p>This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive. The key teaching skills in Visual Arts for those classes will be explored.</p> <p>Students will also engage with Visual Arts curricular planning for middle standards in primary school. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the characteristics, organisation and management of an inclusive Froebelian enquiry based environment. They will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum.</p> <p>They will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool.</p>	Vizuális nevelés tantárgy-pedagógiája	TT17NA12A05	tanító	nem	IV
					Vizuális nevelés tantárgy-pedagógiája	TT24NA12A04	tanító	nem	IV
					A kétnyelvi óvodai foglalkozások módszertana: vizuális nevelés	ÓP24NA01AM05	tanító	igen	III
					Élményalapú bábozás a bölcsődében	CS24NA12A02	csecsemő	nem	III
CURRICULUM, METHODOLOGIES AND ASSESSMENT 3 - PE	EDF330Y	ősz	tanító	<p>This module consolidates and extends the understanding of the content and pedagogical skills of PE in the primary school setting. They will examine and apply a broad range of assessment principles and practices. Collaborative and problem-based learning and differentiated and inclusive teaching strategies will be examined through practical workshops.</p>	Testnevelés és tantárgy-pedagógiája 3.	TT24NA11A03	tanító	nem	III
CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: DRAMA	EDF330D	ősz	tanító	The weekly module consolidates the application of the content and pedagogical skills of drama in the primary school. Drama as a learning medium is explored with a focus on drama for integration and inclusion. Short-term and long-term planning strategies for drama are developed. Assessment and differentiation strategies are modelled, planned and analysed through practical workshops and course reading.	Drámajátékok	TT22NA04A08	tanító	nem	VI
					Drámapedagógia és kortárs irodalom	TT24NA04A08	tanító	nem	VI
CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: MUSIC	EDF330M	ősz	tanító	<p>This module will introduce students to the principles, aims and key methodologies of the Irish Primary School Music Curriculum for Infants to 6th Class. Students will explore the three strands of the Music Curriculum – Performing, Listening and Responding and will participate in active, practical, collaborative activities demonstrating the inter-related nature of these three strands. Students will also engage in curricular planning for Music in an inclusive, Froebelian, child-centred curriculum. While reflecting on their own teaching and learning experiences, students will be provided with opportunities to explore assessment and differentiation principles and practices.</p>	Ének-zene és tantárgy- pedagógiája III	TT22NA02A03	tanító	nem	III
					Ének-zene és tantárgy- pedagógiája 3	TT24NA02A03	tanító	nem	III
CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: SOCIAL AND SCIENTIFIC EDUCATION	EDF330E	ősz	tanító	This module will demonstrate integrated planning, recording and evaluation for a child-centred curriculum. It will also examine and apply a broad range of assessment principles and practices. Collaborative and problem-based learning and differentiated teaching strategies are a feature of this module.					

CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: SOCIAL PERSONAL AND HEALTH EDUCATION	EDF330S	ősz	tanító	SPHE lectures are designed to provide students with a strong understanding of the three-pillar foundation upon which SPHE has flourished, namely knowledge, skills, and attitudes; along with the theoretical and practical knowledge to foster children's well-being, self-confidence and sense of belonging, and to develop children's sense of personal responsibility for their own behaviour and actions. Specific outcomes include to: Plan and deliver SPHE lessons underpinned by the three pillars of knowledge, skills, and attitudes; Identify and analyse critical issues in the field of SPHE; Explore and appraise the role of the teacher as a facilitator in helping young children live in an increasingly culturally diverse world; Implement and evaluate teaching and learning strategies for young children in contemporary primary schools;					
CURRICULUM, METHODOLOGIES AND ASSESSMENT 3: VISUAL ARTS	EDF330X	ősz	tanító	This module introduces students to the principles, aims and key methodologies of the Irish Primary School Curriculum for Infants to 6th Class inclusive. The key teaching skills in Visual Arts for those classes will be explored. Students will also engage with Visual Arts curricular planning for middle standards in primary school. Through reflection on their own teaching and learning experiences, students will be invited to think critically about the characteristics, organisation and management of an inclusive Froebelian enquiry based environment. They will be introduced to Integrated planning, recording and evaluation for a child-centred curriculum. They will explore assessment principles and practices; collaborative and problem-based learning, differentiated learning and ICT as a pedagogical tool.					
CURRICULUM, PEDAGOGY AND ASSESSMENT	EDC414	egész éves	óvó	The module will explore and highlight the interconnected nature of curriculum, pedagogy and assessment. It will focus on assessment as a social practice and as a tool for feedback and dialogue, emphasising the child's identity as a competent learner, while making links with Aistear and Siolta. The module will consider modes, models, purposes and outcomes of assessment appropriate to the early childhood setting. Finally, this module will draw together learning from previous years to complete the cycle of planning, implementing and evaluating curriculum.	Óvodapedagógia II.	ÓP24NA06A09	óvó	nem	III
DIGITAL LEARNING ACROSS THE CURRICULUM	EDF444	egész éves	tanító, óvó	This module provides opportunities to integrate various digital tools and resources across the curriculum. Students will explore how digital technologies can be meaningfully embedded into teaching, learning and assessment in line with contemporary policy, learning theories, and best practice. Topics such as digital creativity, digital citizenship, online safety, assessment, and UDL are featured.	Digitális kultúra tantárgy-pedagógia 1	TT24NA03A02	tanító	nem	IV
					Digitális kultúra tantárgy-pedagógia 2.	TT24NA03A03	tanító	nem	V
					Digitális alkalmazások kisgyermekkorban	ÓP24NA03A02	óvó	nem	V
DOMINANT DISCOURSES IN EARLY CHILDHOOD EDUCATION & CARE	EDC416	egész éves	óvó	The module involves critical appraisal of pertinent national and international contemporary issues in early childhood education and explores implications for policy, provision, and practice across settings. The module provides an opportunity to examine and critique new and emerging models of practice and provision from an international perspective. It also provides a space for critical reflection and debate on patterns, trends and learning from other contexts and jurisdictions.					
DYSLEXIA FROM A HOLISTIC LENS	EDF487	tavaszi	tanító	This module builds on previous lectures on dyslexia in the EDF228 module, 'Including Every Child'. It provides a comprehensive and detailed level of knowledge and understanding of dyslexia. It encourages a strengths-based approach and equips prospective Froebelian teachers with the confidence and skills to identify and support students at an individual level, within the classroom and at a whole-school level. It promotes the early recognition of possible reading difficulties and examines best practice approaches to inclusive teaching for students with dyslexia across the age range. This module interrogates theory and best practice for neurodiverse children with dyslexia. Student teachers have the opportunity to learn from the experiences of neurodiverse people with dyslexia. There is an emphasis placed on the emotional learning environment and the importance of relationships for children with dyslexia. Assistive Technology and the Wilson language programmes and other curricula approaches are explored.					
ESTABLISHING QUALITY EARLY YEARS ENVIRONMENTS	EDC216	egész éves	tanító, óvó	This module is designed to introduce, explore, and analyse the vital role of children's environments in relation to their well-being, health, development, and learning. The module is underpinned by the recognition that early year's environments must be seen in the context of children's rights and needs. It is vital that these spaces offer quality experiences and home from home atmospheres. Throughout this module, indoor, outdoor and local area environments are given due attention as students are supported to consider these environments and their affordances to the developing child. Addressing the concept of Universal Design and guided by the Aistear The Early Childhood Curriculum Framework and Siolta, the National Quality Framework, environments will be explored in relation to Policy and Legislation, Sensory/Motor Needs, The Affective Environment, Curriculum Approaches, Pedagogical Values, Emerging Interests and Play Needs, Layout, Materials and Activities.					
EXPLORING CURRICULUM & PEDAGOGY	EDC217	egész éves	óvó	The module aims to explore curriculum in terms of context, principles and processes emphasising Aistear, the National Early Childhood Curriculum Framework. It will consider a range of curricula against the backdrop of Aistear. Politics and power in curriculum will be examined, who develops curriculum and whose voice is heard. Pedagogical practices will be explored as key tools in supporting children's learning.					
FOUNDATION MODULE 1	EDF126	egész éves	tanító, óvó	Foundation Module 1 encourages student teachers to engage with key theorists and thinkers that provide a critical framework for thinking and learning in education. Examples include: Bourdieu in Sociology of Education; Piaget, Vygotsky and Froebel and Dewey, in Philosophy of Education. All courses will draw heavily from relevant national and international research in the area, enabling newly-qualified teachers to facilitate quality teaching and learning for all pupils. Recognising the need to prepare students to benefit fully from their Student Placement, particular emphasis is placed upon Psychology of Education in Year 1. This course is designed specifically to provide students with the empirical knowledge to understand the process of learning, both for themselves and for the children in the classes in which they are placed. An important objective of this module is strengthening student teachers' reflexivity on their own professional learning and that of their pupils, and to prepare student teachers to support their pupils in achieving their full potential. This is achieved through engagement with the following topics covered in this module: • Sociology of Education: Types of Schooling; Society, Culture and Identity; Norms, Values and Roles; and the Hidden Curriculum. • Psychology of Education: Stages of Cognitive Development and Critical Reflection. • Philosophy of Education as a global phenomenon and as reflection on experience. • History of Education: Irish Education pre-1831; History of Irish Primary Education in the modern era 1831; present, historical perspectives on great educationalists including Froebel, Dewey, Montessori, Gandhi, Tagore, Nyere, and Freire.	Óvodapedagógia II.	ÓP24NA06A09	óvó	nem	III
					Neveléstudomány	TT24NA06A05	tanító	nem	III

FOUNDATION MODULE 3	EDF328P	egész éves	tanító, óvó, csecsemő	<p>This module equips students with the knowledge, creativity, competencies, attitudes, and values needed to develop student teachers' commitment to education as ethical, rational, compassionate, defensible, sustaining, and valuable.</p> <p>This module fosters student teachers' reflexivity on their own professional learning and that of their pupils by highlighting the relationship between schools and the wider society. Acknowledging that this association is critical and complex, the module explores structural forces at play and contextualises them against a theoretical framework of social justice and equality.</p> <p>The overarching aim of this module is to foster student teachers' agency and to enhance the development of criticality. The module is designed to encourage student teachers to develop an integrated view of education, preparing student teachers for entry to their professional role.</p> <p>Curriculum studies highlights the role of policy formation pertaining to curriculum choice, which forms a significant link to learning outcomes in the programme and is problematised as a central aspect to looking at curriculum and assessment for intended/unintended purposes. The field of curriculum instruction, sociology of curriculum and curriculum development within the teacher education sector is explored in the context of national priorities. Leadership for curriculum in schools aims to encourage fostering of teacher agency for curriculum development in schools and within professional learning communities.</p> <p>Philosophy of education acknowledges education as a human right and awareness of how pervasively this right is not vindicated, or is vindicated only partially and inadequately, both nationally and globally encourages participants to articulate their own appropriation of these issues and enables them to adopt concepts such as restorative justice to meet these contemporary challenges.</p> <p>In Psychology of Education students are introduced to psychological science and its relevance to teaching and learning. Particular emphasis is placed on the effect of memory, attention and motivation in the classroom. As well as fostering of teacher's agency to implement practical strategies to help improve pupil's learning.</p> <p>Sociology of Education provides an opportunity to engage with topics such as race, ethnicity, identity, types of schooling, which will support newly qualified teachers to facilitate quality teaching and learning for all pupils. The sociology of education is the study of how social institutions and individual experiences affects education and its outcome. The topics covered in this module seek to explain how people relate with one another, how hidden structures play an important role in everyday life, how individuals behave and how all these combined impacts on education and its outcome. In total, the topics addressed in sociology of education foster student teachers' abilities to support their pupils in achieving their full potential.</p>	Pedagógiai pszichológia	TT24NA06A09	tanító	nem	V
					Pedagógiai pszichológia	ÓP24NA06A10	óvó	nem	III
					Pedagógiai pszichológia	CS24NA06A08	csecsemő	nem	IV
FOUNDATION MODULE 4	EDF441	egész éves		<p>A significant component of this module is the facilitation of regular systematic, critical reflection in order to allow students to develop, and articulate, their own personal educational philosophy and thus empower their professional identity as primary school teachers. In this way students are expected to engage in the theory and philosophy of education 'in the making'. Foundation Module 4 will enable students to reflect upon the importance and implications of a commitment to teaching and learning as a way of life including lifelong personal and professional learning.</p> <p>In Philosophy of Education issues relating to "professionalisation" and "deprofessionalisation" are explored, particularly in the context of the challenges they potentially present. This module encourages students to understand their school-based experiences over previous placements in the context of a philosophical framework which highlights issues in relation to ethical behaviours, children's rights and the nature of education.</p> <p>In History of Education, students will examine current issues in Education from an historical perspective. Recent legislation since 1990 which affects primary teacher education will be examined and its impact analysed. Research informed exploration of the impact of Douglas Hyde and the Gaelic League on the revival of the Irish language through the education system will be integral to the module. This module investigates the significance of Scéim na Scol, wherein students will actively participate in the examination of the folklore collection housed within the National Folklore Collection Ireland. This scholarly pursuit aims to augment their comprehension of the historical evolution of the Irish education system.</p> <p>This module critically examines the establishment and development of care and education for children with SEN in Ireland from the 1800s up to the turn of the millenia. The history of education for children with Special Educational Needs is analysed through the lens of wider contextual developments, including political, socio-economic, cultural and religious factors. It encourages students (in light of the historical context) to critically analyse teacher identity and the current education system which emphasises citizenship with a democratic responsibility to each other, children's rights and children's voice.</p>	Óvodapedagógia II.	ÓP24NA06A09	óvó	nem	III
					Neveléstudomány	TT24NA06A05	tanító	nem	III
GLOBAL CITIZENSHIP EDUCATION 2	EDF346	ősz		<p>This module builds upon learning from the Global Citizenship Education (1) module in second year and scaffolds critical reflection using a 'Pedagogy of Discomfort' (Boler, 1999) as an approach to teaching and learning that has the capacity to disorient, disrupt and unsettle, to challenge what learners think they already know, and to support them in acquiring new thinking about themselves, the world and others. Content explores notions of culture and 'othering', contemporary policy on migration, refugees and asylum, the significance of action and activism with primary pupils, and racism and white privilege. Multiple perspectives are provided through guest lecturers sharing their narrative experiences, with a particular emphasis on the educational experiences of the Traveller community and those who have lived through the system of direct provision in Ireland. Student-teacher confidence and competence in global citizenship education is enhanced through the addition of a discrete school placement opportunity, whereby in groups, students collectively plan a station teaching exercise on a 'controversial issue'. This placement is hosted by a partner school, with high levels of diversity within the pupil population, affording student-teachers the opportunity to enact culturally responsive pedagogy in practice.</p>					
HEALTH AND WELL-BEING FOR INFANTS AND TODDLERS	EDC115	egész éves	óvó	<p>This module aims to help students develop the knowledge, practice and values that are core to ensuring the health, care and wellbeing of infant and toddlers. Students will be supported to develop and understanding of appropriate practices in relation to infants' and toddlers' safety, hygiene and nutrition. This will include legislative requirements, policy guidelines, practices and procedures relating to child protection in Early Childhood settings.</p>	Gyermek-ápolás	CS24NA10A04	csecsemő	nem	III
HEALTH AND WELL-BEING FOR YOUNG CHILDREN	EDC215	egész éves	óvó	<p>This module will explore concepts, policies and practices that support young children's (3-6 years) well-being, health and safety in early childhood settings. It aims to develop skills, knowledge and understanding of the holistic nature of health and well-being, and will promote safe, healthy, sustainable living within the context of early childhood settings. The module will also examine legislative requirements and initiatives to ensure the protection of children within early childhood settings and the broader community.</p>	Funkcionális anatómia és egészség	ÓP24NA10A01	óvó	nem	III

IN THIS TOGETHER: HOW TO BUILD EFFECTIVE PARTNERSHIP WITH PARENTS AND GUARDIANS	EDF493	tavaszi	tanító, óvó, csecsemő	<p>The purpose of the module is to equip student teachers with theory, practical information and strategies in order to build their confidence to work effectively and empathetically with parents and guardians.</p> <p>Student teachers gain experience in how to develop effective working relationships with children and school staff on school placement. They will also gain effective communication skills including the appropriate use of communication methods using digital technology. However, it is during their first year as a qualified teacher that they will have the first meaningful opportunity to work with parents and guardians. This module is designed to help student teachers with several aspects of parent/teacher relationships with an emphasis on Froebelian philosophy and pedagogies.</p> <p>Student teachers will be given practical information and advice on how to prepare for events and tasks, including parent/teacher meetings, end-of-year reports, and regular unofficial communications. Student teachers will learn the appropriate skills to develop positive and meaningful relationships with parents and guardians. Student teachers will also learn the benefits of developing effective relationships to support parents/guardians in cases of bereavement, family separation and other such reasons. Students will gain a basic knowledge of current family law and how it pertains to them as teachers as well as matters relating to their role as mandated persons.</p> <p>The importance of emotional intelligence will also be explored, with reference to managing expectations of both the parent and the teacher. Student teachers will learn about barriers to parental involvement due to potential social inclusion issues, from educationally disadvantaged backgrounds and from new-comer families. Student teachers will learn how to work with parents to assist them in understanding the process involved in educational assessments. Student teachers will learn strategies for handling conflict with a parent/guardian, both within the class or from the wider school community and how to maintain their resilience during and after such encounters, based on case-study scenarios based on content covered.</p> <p>Students will be required to design a start-of-year presentation for parents highlighting importance of play within the context of the school curriculum and how parents can be a partner in this at home. The presentation will focus on making curriculum content accessible to parents.</p>					
INCLUDING EVERY CHILD 1	EDF228Z	ősz	tanító	In this module the key concepts underpinning educational provision for pupils with Special Educational Needs, across the range of educational settings, are introduced. The guidelines and supports provided by the DES and other government agencies, along with an investigation of the perceived efficacy of such supports, are discussed. The Continuum of Support is examined with regards to a staged approach to intervention.	Kiemelt figyelmet igénylő gyermekek nevelése	TT24NA06A11	tanító	nem	VI
INCLUDING EVERY CHILD 2	EDF329Z	ősz		This module introduces students to a range of additional needs that students may present with in the classroom, many of which are complex needs.					
INCLUSION IN EARLY CHILDHOOD EDUCATION	EDC116	egész éves	tanító / óvó	This module aims to help students explore and develop an understanding of inclusive practice and its relevance to working with children whose family backgrounds, ethnicity and levels of physical and intellectual ability varies. An Anti-Bias Curriculum approach will be appraised and the role of the educator with regards to ensuring access, participation, equality, diversity and inclusion will be evaluated. Strategies to support the inclusion of all in early year's settings will be reviewed.	Multietnikus, multikulturális társadalom, inkluzív nevelés	TT24NA08A04	tanító	nem	V
					Inkluzív nevelés	ÓP24NA06A11	óvó	nem	IV
INTRODUCTION TO CHILD PSYCHOLOGY	EDC112	egész éves	óvó	This module aims to help students explore and develop an understanding of various developmental aspects of children from a holistic perspective. Drawing on a range of theoretical perspectives from developmental psychology, students will be introduced to the knowledge, practices and values relevant to the development of the child.	Pedagógiai pszichológia	ÓP24NA06A10	óvó	nem	III
INTRODUCTION TO CURRICULUM & PEDAGOGY	EDC114	egész éves	óvó	The module aims to explore curriculum in terms of context, principles and processes emphasising Aistear, the National Early Childhood Curriculum Framework. It will consider a range of curricula against the backdrop of the Aistear Framework. Politics and power in curriculum will be examined, who develops curriculum and whose voice is heard. Pedagogical practices will be explored as key tools in supporting children's learning.					
INTRODUCTION TO SOCIAL AND LEGAL STUDIES	EDC113	egész éves		This module aims to explore a wide range of social and legal issues that impact on the health and welfare of children in early year's settings. National legislation and frameworks, as well as the various funding initiatives aimed at supporting children and their families will be examined. Developing an understanding of the Child Protection Guidelines and how they relate to everyday practice will be an integral part of this module.	Jogi és gazdasági alapismeretek	KB19-08M02	bármelyik	nem	kötelezően választható
LANGUAGE, MATHEMATICS & SCIENTIFIC INQUIRY ACROSS THE CURRICULUM - ENGLISH METHODS	EDF331E	ősz	tanító	Students' competence in adopting an integrated approach to teaching by using literacy across all curriculum areas will be enhanced. They will examine, select and apply a wide range of relevant literacy strategies to support learning across the curriculum. Students will be enabled to employ project-based, interdisciplinary teaching and learning approaches.					
LEADERSHIP & MANAGEMENT	EDC413	egész éves	óvó	This module draws on sound leadership theory and relates it to the field of Early Childhood Care and Education. It aims to create opportunities for students to strengthen their professional skills and practices, and to develop their ability to guide others to improve pedagogical practice. The module reflects a deep understanding of the contextual issues and challenges facing early childhood leaders in changing social and practice contexts.					
LEARNING AND DEVELOPMENT CHALLENGES	EDC412	egész éves	óvó	This module aims to explore a broad range of challenges that impact on children's holistic learning and development. It will adopt an inquiry-based approach and will include consideration of challenges such as additional needs, behaviour, giftedness, etc. The module will examine implications for educators as they work with parents, colleagues and other professionals in the field to support children's learning and development in a social context. The module adopts a broader view in examining mechanisms and processes to work with other agencies to support children's learning.					
LEARNING AND DEVELOPMENT PRACTICES	EDC212	egész éves	óvó	The module will locate, expand and apply theories of learning and development under the four strands of Aistear (Well-Being; Identity and Belonging; Communicating; Exploring and Thinking). It will provoke/challenge students to consider the implications for practice of developing relationships/friendships, gender identity, language as a tool of communication and interactions as means of connecting. Finally the module will explore current research on brain development and its relevance for learning in early childhood. Throughout the module, students will build on their own experiences, encouraging reflection upon the interplay between theory and practical reality.					
LITERACY, NUMERACY & SCIENTIFIC INQUIRY	EDC417	egész éves	óvó	This module explores Aistear - the Early Childhood Curriculum Framework and its application to the development of Literacy, Numeracy and Scientific Enquiry in an emergent curriculum in the early years. Theories of emergent numeracy, literacy and scientific enquiry appropriate to the early years will be examined. Students will investigate integrated emergent curriculum development in an enquiry rich environment both indoor and outdoor.	Matematika és módszertana I.	ÓP24NA05A01	óvó	nem	III
					Matematika és módszertana II.	ÓP24NA05A02	óvó	nem	IV

MATHEMATICAL AND SCIENTIFIC ENQUIRY 1	EDF132	egész éves	tanító	<p>With a clear focus on the early years in the primary school, this module is designed to prepare and equip student teachers for the provision of quality teaching and learning of Mathematics and Science for all pupils.</p> <p>As part of this module, student teachers will have opportunities to actively learn from experienced HEI lecturers about relevant and innovate methodologies, appropriate to the teaching of Mathematics and Science. Theories of emergent numeracy, number acquisition, and mathematical and scientific teaching and learning appropriate to Junior Infants to 2nd class will be examined.</p> <p>Student teachers will engage meaningfully with Treoiraithe on school placement with regard to the teaching of Mathematics and Science. The student teacher shall, through the use of their Taisce, demonstrate an understanding of Mathematics and Science education as applicable to school placement.</p> <p>The creation of an enquiry-based and independent learning environment involving the utilisation of indoor and outdoor environments in keeping with Froebelian philosophy to promote STEM is emphasised in this module. Linkage and integration across curriculum subjects, particularly through project work will be explored to promote an enquiry based, emergent curriculum. Methodologies such as station teaching, guided discovery, fieldwork, hands-on learning, development of subject-based vocabulary and questioning, linkage and integration, problem solving, hands-on activities and games, investigation table and displays, reflective practice, outdoor learning, digital learning and children's literature will be utilised.</p> <p>Methods of pupil recording, documentation and assessment of pupils' work including self and peer evaluation will be explored to support quality teaching and learning for all pupils.</p> <p>Significant emphasis is placed on education for sustainable development and greater sustainable practices. There is demonstrable integration of environmentally sustainable practice in teaching and learning rooted in the principle of care for others and the planet, throughout the module.</p> <p>Links to Mathematics Competency modules will be explicitly made.</p>	A számolás tanítása, számkörbővítések II.	TT24NA05A04	tanító	nem	III
MATHEMATICAL AND SCIENTIFIC ENQUIRY 2	EDF233	egész éves	tanító	<p>The module is designed to provide student teachers with the knowledge, skills, methodologies and resources critical to the teaching and learning of Mathematics and Science appropriate to 1st to 4th Class in line with The Primary School Curriculum Mathematics (DES, 1999a) and Science (DES, 1999b) and the Primary Mathematics Curriculum (DES, 2023).</p> <p>With a clear focus on 1st class to 4th class in the primary school, this module is designed to prepare and equip student teachers for the provision of quality teaching and learning of Mathematics and Science for all pupils.</p> <p>The creation of an enquiry-based and independent learning environment involving the utilisation of the indoor and outdoor environments in keeping with Froebelian philosophy to promote Science, Technology, Engineering, and Mathematics (STEM) is emphasised in this module. Linkage and integration across curriculum subjects, particularly project work will be explored to promote an enquiry based, emergent curriculum. Methodologies required for inclusive high-quality teaching and learning for all pupils underpinned by Froebelian philosophy (station teaching, guided discovery, fieldwork, hands-on learning, problem solving, reflective practice, outdoor learning, digital learning and talk and discussion) will be explored through the student teacher's own experiential learning experiences. Methods of children recording their work, documentation and assessment of children's work including self and peer evaluation will also be addressed to support quality teaching and learning for all pupils. Significant emphasis is placed on education for sustainable development and greater sustainable practices. There is demonstrable integration of environmentally sustainable practice in teaching and learning rooted in the principle of care for others and the planet, throughout the module. Links to Mathematics Competency modules will be encouraged.</p>	Gondolkodási módszerek	TT24NA05A05	tanító	nem	IV
MATHEMATICAL AND SCIENTIFIC ENQUIRY 2	EDF233V	ősz	tanító	<p>This module introduces students to theories of numeracy acquisition, mathematical and scientific learning, content knowledge, methodologies, skills and resources appropriate to 3rd – 6th class.</p> <p>The Primary School Curriculum (1999) – Mathematics and Science – 3rd to 6th class will be explored.</p> <p>The module addresses the creation of an enquiry-based and independent learning environment involving the utilisation of the indoor and outdoor environments. Linkage and integration across the curriculum, particularly project work will be explored.</p> <p>The module will study the scientific and mathematical knowledge and vocabulary necessary for teaching Mathematics and Science in Primary School. Methods of children recording their work, documentation and assessment of children's work including self and peer evaluation will be also be addressed.</p>	A számolás tanítása, számkör bővítések	TT17NA05A05	tanító	nem	III
MODERN FOREIGN LANGUAGE LEARNING IN THE PRIMARY SCHOOL	EDF489	tavaszi		<p>The objective of this module is to inform student teachers of key research underpinning modern foreign language learning, while also engaging students through the presentation of and participation with, a broad variety of effective pedagogical methodologies, and finally, developing educational leadership skills in students, empowering them to potentially lead modern foreign language teaching and learning in their school.</p> <p>In this elective, Froebel student teachers will be presented with progression-based learning in the area of Primary Modern Foreign Languages (MFL). Student teachers will reflect on their own language learning and the implications of this for practice. Student teachers will develop pedagogical expertise through critically evaluating and analysing various theories and research behind how children learn languages. Through experiential learning, practical approaches and methodologies in MFL lessons with an emphasis on communicative competence, linguistic awareness and translanguaging, and intercultural competence will be highlighted. Student teachers will also engage with research on effective, inclusive and innovative approaches to teach the MFL, making the most of opportunities for cross-curricular integration in the classroom. The role of digital technologies to support teaching, learning and assessment in MFL will be critically evaluated.</p> <p>Additionally, through workshops and collaborative group work, student teachers will be enabled to potentially lead the teaching and learning of MFL in their future practice, contributing to creating and sustaining learning communities in schools and professional networks.</p> <p>This module will be facilitated plurilingually.</p>					
NUMERACY	EDF445	egész éves		<p>There are two distinct but related components to this module. The first is to develop student teachers' subject-matter knowledge of mathematics to aid in their numeracy development. This will be done by engaging student teachers in problem-solving activities involving mathematics that spans the mathematics curriculum. As well as students socially constructing mathematical knowledge, there are specific instances of direct instruction to model mathematical ideas to further develop student-teacher understanding and to avoid possible misconceptions.</p> <p>Secondly, this module problematises the reasons that primary-school pupils require intervention in mathematics and supports student teachers in choosing and using a range of models of intervention across all mathematical strands to respond to the needs of all pupils. Students will be challenged to examine and reflect upon the various contextual and systemic factors at play in relation to pupil attainment and to consider their professional agency and responsibility in this regard. There will also be a focus on the use of assessment as the basis of determining, planning for, and monitoring pupil learning.</p> <p>As part of a suite of numeracy-related modules across the BEd programme, student teachers will be encouraged to create meaningful links to see mathematics as a coherent whole and address gaps between theory and practice. To facilitate this, students will engage in reflective practice utilising their developing digital capacity. This development in professional growth in competency will promote professional agency to enact quality teaching and learning for all pupils.</p>					

PHILOSOPHY, CULTURE & CONSTRUCTS OF EARLY CHILDHOOD CARE & EDUCATION	EDC117	egész éves	óvó	The module is an introduction to the history, theories and philosophies underpinning early childhood care and education from Rousseau to the present day. It will interrogate current practices and provision against a rich backdrop of philosophers and theorists including: Rousseau, Pestalozzi, Froebel, Steiner, Isaacs, McMillan, Montessori, Dewey, Freire, Malaguzzi etc. Integral to this module will be the examination and theorising of childhood through a social, cultural and political lens to understand the changing constructions of childhood through time.					
PLACEMENT LEARNING 1 (EARLY CHILDHOOD EDUCATION 4 TO 7 YEARS)	EDF125V	ősz	óvó	With a clear focus on early childhood education, behaviour management and lesson planning, this module is designed to prepare and equip the students school placement.	Egyéni egyeztetés				
PLACEMENT LEARNING 2: EDUCATION FOR THE MIDDLE YEARS	EDF225V	ősz	tanító	This module will prepare the students for the primary school classroom with a focus on classroom organisation, behaviour management and lesson planning for the Middle Years.	Egyéni egyeztetés				
PLACEMENT LEARNING 3: THE TEACHER AS A CHANGE AGENT	EDF327V	ősz	tanító	This module will prepare the students for the primary school classroom with a focus on the Teacher as Change Agent.	Egyéni egyeztetés				
PLAY	EDC214	egész éves		This module seeks to enhance students' understanding of children's play and to support them to engage with diverse perspectives and approaches. It provides a theoretical and practice foundation for implementing a play-based curriculum in the early years. A critical awareness of the complex relationship between play and well-being, identity and belonging, communicating and exploring and thinking (Aistear 2009) will facilitate a reflective approach to play pedagogy. Beginning with reflections on play experiences, the module moves to provide for the critical examination of theoretical, historical and cultural perspectives on play, followed by a detailed analysis of what children do in play in a cross section of settings and contexts. Finally, it builds the capacity of students to provide for, support, and assess children's learning through play.	Játék az iskolában	KB06TN02	bármelyik	nem	kötelezően választható
PROFESSIONAL AND PERSONAL SKILLS FOR TEACHING AND LEARNING 2	EDF234Z	ősz		This module develops students' personal and professional skills required to function and flourish at third level and on School Placement. With reference to The Code of Professional Conduct (Irish Teaching Council, 2016), students will be introduced to the four ethical values of integrity, care, respect, and truth, and consider their relationship to the educational philosophies and practices of Friedrich Froebel. Students will engage critically with literature pertaining to relevant concepts and theories with the express aim of developing sound theoretical and conceptual frameworks. Strong links are identified between theory and practice by means of engagement with pertinent national and international literature.					
REFLECTIVE PRACTICE: EDUCATOR AS ACTION RESEARCHER	EDC411	egész éves		This module will provide a structured reflective space for students to share and disseminate learning. The module will also further develop students' knowledge and skills of educational research methodologies and key methodological issues. Students will use these skills to design and implement an Action Research Project.					
REFLECTIVE PRACTICE: EDUCATOR AS LEARNER	EDC111	egész éves		This module introduces students to the personal and professional skills required to function and flourish as a reflective early years professional in their current studies and future career. It will consider communication skills, knowledge of team working, academic reading and writing, and reflection on personal learning and development goals.					
REFLECTIVE PRACTICE: INTEGRATING THEORY AND PRACTICE	EDC211	egész éves		This module will build on previous learning to further develop educators' knowledge and skills to study effectively and present academic assignments in an appropriate format. The module will explore understandings of 'reflection' as it relates to student's personal and Professional development.					
RESTORATIVE PRACTICE	EDF462	egész éves		This module provides students with knowledge and understanding in Restorative Practices in schools and the local communities by combining theoretical and practical applications so that the students will progress with a set of values and practical skills to enable them to implement Restorative Practices in the classroom, school, and beyond. Restorative Practices are increasingly used in schools, both primary and secondary, as a core part of teacher-pupil engagement, to support the development of positive relationships with staff, children and parents, behaviour management and conflict resolution. The work of Restorative Practices in education encompasses the school community in its entirety: staff, students, and their parents. The values and principles of Restorative Practice in action in our schools support the cultivation of a caring, inclusive culture. Using the Restorative Practice lens can have a tremendous impact on how we teach social justice and resolve conflict. Studies have shown that using Restorative Practices reduces disciplinary problems, enhances peer and student-teacher relations, supports the development of emotional literacy, and empowers individuals to have a voice and agency in the healthy resolution of conflict.					
SOCIAL CONSTRUCT OF IDENTITY IN THE PRIMARY SCHOOL	EDF227V	ősz		Following an introduction to the ideas of Narrative Practice, students will explore the multi-storied and fluid nature of identity through experiential exercises. Links to developmental psychology and its application to schools will allow for reflection on the quality of their relationship with children and the idea of school as a secure base. Drawing on the maps of Narrative Practice [White 2007], Externalising, Re-authoring and Re-membering. Students will learn skills for conducting conversations with children about problems they face and about positive directions in their lives. Heteronormativity will be explored as an example of how school culture can silence identity stories. Students will learn how to excavate storylines of talent, effort, and commitment in the lives of their pupils and contribute to positive identities. A model for a Care Team will also be introduced.					
STORYTELLING THEATRE FOR THE CLASSROOM	EDF340	egész éves	tanító	This module serves to develop student skills and practice in dramatic storytelling for primary school contexts. The theory of Storytelling Theatre will be explored practically through devising performance and planning, assessing and co-facilitating drama workshop material suitable for a primary school audience. The development of a group work ethic is critical to this module. Students' knowledge and critical understanding of the key principles of process drama and school performance will be expanded in this module.	Gyermekirodalom I.	TT22NA04AGY	tanító	nem	III
					Gyermekirodalom	TT24NA04A06	tanító	nem	IV
					Angol nyelvű gyermekirodalom I.	TT22NA01MT07	tanító	igen	IV
					Angol nyelvű gyermekirodalom II.	TT22NA01MT08	tanító	igen	V

					Angol nyelvű gyermekirodalom I.	TT24NA01MT09	tanító	igen	IV
					Angol nyelvű gyermekirodalom II.	TT24NA01MT10	tanító	igen	V
SUPPORTING INQUIRY/ENACTING THE CURRICULUM	EDC314	tavaszi		This module considers the content of the curriculum under the headings of: Knowledge – The essential concepts, inquiry tools and structure of content areas that the practitioner needs to know to positively influence children's learning and development Practices – The wide array of effective approaches, strategies and tools that the practitioner uses to engage children in learning within the curriculum Resources – The materials and other resources within the setting and the broader community that positively support children's learning and development. This module aims to positively promote children's dispositions and capabilities in the areas of science, philosophy, maths, literacy and numeracy, ecology and anthropology.					
TEACHER AS LEARNER	EDF127V	ősz		This module introduces student teachers to reflective practice and journaling and prepares them for entry to their professional role by fostering agency and reflexivity on their own professional learning. It promotes critical reflection on practice and foundation modules and seeks to identify how both inform and shape each other. They will be required to think critically about their ideas of the "good teacher" and locate the emergence of these ideas in their own educational history. The dialogical approaches and professional conversations between student teachers and HEI lecturers employed foster a creative mind set, individually, and in collaboration with colleagues, through reflection on the attitudes, beliefs and core values that guide their professional practice. Using a variety of structured creative and reflective exercises student teachers learn how to create and maintain a safe, inclusive Froebelian-learning environment using strategies that promote congruent, unconditional regard and relational esteem approaches to foster positive behaviour. This component has a particular focus on how to establish good relationships based on mutual respect, trust and meaningful interactions, while also demonstrating how student teachers can communicate effectively with all school stakeholders and the wider community. Through a variety of interactive, learner-led Froebelian lessons, this module ensures that teaching itself is understood and practised as a form of self-critical learning by student teachers, with ample opportunities afforded for creativity in artistic individual and collaborative reflection, and engagement in and with literature. Student teachers are encouraged to connect School Placement and lived-experiences to social and policy contexts, the rights of children, school culture and dominant discourses in education. Ongoing, structured journaling activities and engagement with outdoor spaces on campus connect to Taisce e-portfolio-based learning and opportunities for further reflection.					
TEANGA 1 / LANGUAGE 1	EDF130	egész éves	tanító	This module is designed to complement and integrate with the Y1 module entitled Language 2. It addresses the fundamentals of language, English methods and socio-cultural dimensions of literature, with particular attention on the junior classes. Students will investigate theoretical frameworks and effective classroom practices for literacy development, literary experiences and language teaching. Students will be equipped with the pedagogical content, knowledge and strategies to develop an effective classroom programme for promoting literacy and experiences with literature. This module provides students with an overview of the theories of language, the stages involved in typical language development, the pedagogy of language teaching and literary approaches to children's linguistic engagement and development. The course will focus on the significance of linguistic input, the development of comprehension and expression at the different stages, the role of cognitive, linguistic and environmental factors in the development of language. Pre-writing and pre-reading will be studied in depth with particular emphasis on play as a methodology. Students are introduced to the definitions of reading, the principles underpinning highly effective literacy pedagogy, stages in the teaching of reading in addition to practical activities which promote language enrichment and development. Students will explore a range of children's literature as well as these texts' potential for supporting and stimulating learning environments, aesthetic engagement and creative opportunities for young people.	Angol mint idegen nyelv tantárgypedagógiája I.	TT24NA01MT06	tanító	igen	III
					Angol mint idegen nyelv tantárgypedagógiája II.	TT24NA01MT08	tanító	igen	IV
TEANGA 3 / LANGUAGE 3	EDF231	egész éves	tanító	This module is designed to complement and integrate with the modules EDF130 Language 1/Teanga 1, EDF131 Language 2/Teanga2 and EDF232 Language 4/Teanga 4 through students' engagement in discussion seminars and reflection activities. This module integrates aspects of language development, English-language pedagogy, and engagement with children's literature in order to equip students with the knowledge, skills including digital skills, reflective practice, and strategies to develop an effective and creative classroom programme for teaching and learning relating to literacy, languages, and literature in ways that support the learning of all pupils. With particular focus on the middle and senior classes and informed by Froebelian philosophy, this module develops students' pedagogical and curricular content knowledge regarding language, literacy and literature, and their awareness of inclusive education and understanding of pupils' learning English as an additional language and incorporation of their home language(s) in the classroom. The teaching of oral language, reading, writing and spelling will be explored, in tandem with effective classroom practices for literacy development and for developing children's reading, creative experiences, and aesthetic engagement with literature.	Angol nyelvű irodalmi beszédgyakorlat I.	TT17NA01MT18	tanító	igen	VI
THE TEACHING OF READING IN THE PRIMARY SCHOOL	EDF472	egész éves	tanító	This module will provide students with a broad repertoire of processes and strategies to link assessment, teaching and learning in the area reading and oral language in the Primary school. It will examine a variety of approaches to teaching reading and how this fits into a balanced literacy framework. It will explore how to assess children's development in reading. How to choose effective teaching emphases based on this assessment to cater for children with differing needs. Current national and international research in the teaching of reading will be examined. Changes in national literacy policy will be outlined. Case studies will be used to develop strategies for supporting children with reading difficulties	Angol tantárgypedagógia az osztálytermi gyakorlatban	TT22NA01MT16	tanító	igen	VIII
					Angol mint idegen nyelv tantárgypedagógiája az osztálytermi gyakorlatban	TT17NA01MT19	tanító	igen	VIII
THE WONDER OF STORIES: PICTUREBOOKS AND PHILOSOPHY	EDF477	tavaszi	tanító, óvó	This module examines a range of philosophical ideas and enquiries in contemporary picturebooks and equips student teachers to identify and explore potential for philosophical enquiry in picturebooks for children. Over the course of the elective, a range of international picturebooks will be examined through various philosophical lenses to explore philosophical dilemmas and the potential of children's literature as a socio-cultural, reflective and pedagogical platform for philosophical thinking and discussion. The module will focus on narrative techniques, the didactic and ideological elements of stories for young people, power relations between children and adults, and the philosophical fields of ethics, metaphysics, philosophy of language, social and political philosophy, and aesthetics. Students will develop their reflective practice and criticality around children's literature, the philosophical potential of children's literature, and their digital skills during their design of a digital educational resource about their selected picturebook.	Angol nyelvű gyermekirodalom II.	ÓP24NA01AM12	óvó	igen	V
					Angol nyelvű gyermekirodalom I.	TT24NA01MT09	tanító	nem	IV

TRANSITIONS IN THE EARLY YEARS	EDC415	egész éves		This module recognises the importance of transitions in the lives of young children. It aims to investigate the impact of making transitions on children, family and staff. The module will also explore a range of practices that empower and support children to manage change into, within, and moving on from, preschool and equip students with skills to support and facilitate transitions.	Az átmenet modelljei és problémái	ÓP24NA06AT02	óvó	nem	III
					Az óvoda-iskola átmenet és az anyanyelvi felkészültség	TT24NA04MT09	tanító	igen	VII
WORKING WITH PARENTS TO SUPPORT THEIR CHILDREN'S LEARNING	EDF341	tavaszi		<p>This elective focuses on the benefits of parental involvement for children in their education and learning.</p> <p>The module highlights the importance of parental engagement in children's literacy and numeracy learning. It includes an exploration of current research in the area and the practical application of the same, while imparting students with the knowledge and tools to develop ongoing improvement and evaluation on parental involvement within a whole-school approach. Students will learn the importance of positive relationships and will learn how to communicate effectively with parents.</p>					
Education									
EDUCATION FOR A CONNECTED WORLD: GLOBAL CITIZENSHIP, SUSTAINABILITY AND TECHNOLOGY	ED314	tavaszi	tanító	This module offers students opportunities to study and to put into practice strategies for teaching and learning for a connected world. It identifies key educational issues emerging across three domains of educational research, policy and practice: education for global citizenship; education for sustainable development; and education, technology and society. Its overall aim is to enable students to identify where their responsibilities lie as educational professionals, and to integrate concepts across these domains into teaching, learning and assessment practices.					
HISTORY OF EDUCATION	ED211	egész éves	tanító	<p>The objective of this module is to explore the key contextual factors and milestones that have shaped the current education system in Ireland. Using an inquiry-based and thematic approach, students will explore the historical policy and legislative documents that underpinned the education system and reflect on the impact of salient historic milestones on current educational provisions. The module cross-references relevant international developments to facilitate comparative analyses.</p> <p>The module is designed to encourage students to develop a holistic view of education as a practice and to enable them to understand the current education landscape in its historical context. Challenging students' own assumptions and beliefs and supporting them to articulate their own stances and perspectives across a range of issues (such as the purposes of education, patronage and management, equality, curricular and system reform, partnership, etc.) are core to the module. Extensive discussion on and critique of key readings, theories and historical documentation are central features of the inquiry-based approach of the module.</p>	Neveléstudomány	TT24NA06A05	tanító	nem	III
HISTORY OF EDUCATION	ED403	tavaszi	tanító	The module chronologically studies the key historical landmarks and emergent themes in the evolution of the Irish education system. It explores contemporary issues and developments in Irish education in the light of their historical background and critically engages with a broad range of commission reports, policy statements and legislative documents pertinent to contemporary Irish educational history.					
LEARNING, TEACHING, ASSESSMENT AND CURRICULUM	ED308	ősz	tanító	Curriculum design, implementation and evaluation will be studied in this module. Students will engage with key readings in the area of STEM curriculum development. Students will investigate the relationship between curriculum theory and educational practice and the relationship between school programmes, society and the culture in which schools are located. The module will also include emphasis on the development of critical literacy and numeracy within each of the teaching subjects.					
PHILOSOPHY OF EDUCATION	ED209	egész éves	tanító	<p>This module introduces students to the Philosophy of Education as one of the core foundational disciplines of the field. Students will be encouraged to understand key issues from multiple perspectives and to interrogate the fundamental assumptions and presuppositions shaping educational theory and practice, exploring areas such as ethics and existence in education, values and aims in education, knowledge and curriculum, identity and relationality. The module will also open up imaginative ways of re-engaging with these questions and support students in connecting theory to practice.</p> <p>Students will be encouraged to understand key issues from multiple perspectives and to interrogate the fundamental assumptions and presuppositions shaping educational theory and practice, exploring areas such as ethics and existence in education, values and aims in education, knowledge and curriculum, identity and relationality. The module will also open up imaginative ways of re-engaging with these questions and support students in connecting theory to practice.</p>					
PSYCHOLOGY OF EDUCATION	ED201	egész éves	tanító	<p>This module introduces students to the discipline of Psychology of Education. Throughout the course, students will be encouraged to develop their critical reflective skills, and to bring a psychological perspective to the experiences they encounter in their school-based practice.</p> <p>Students will be encouraged to understand key educational issues from different psychological perspectives. The module aims to cover key learning theories including constructivist theories (e.g., the work of Piaget, Vygotsky and Bruner), behavioural approaches to learning, information processing theories (including memory and attention), metacognition and motivation. The module also covers topics related to the physical, cognitive and socio-emotional development of adolescents. Topics will include selfhood and identity, puberty, cognitive development, peer relationships, student-teacher relationships, childhood adversity, resilience and flourishing. Topics will be contextualised within contemporary developments nationally and internationally</p>	Pedagógiai pszichológia	TT24NA06A09	tanító	nem	V
SOCIOLOGY OF EDUCATION	ED212	egész éves	tanító	<p>The Sociology of Education situates schools in the wider context of society and other institutions. It raises questions of class, gender and race and asks how these questions interface with schools, teacher identity and student experiences and opportunities. It involves critically examining approaches to diversity and it examines the relationship between education and economic, cultural and political systems, as well as understanding how educational experiences affect people's lives. This module enables students to understand the practice of teaching and education in a context that extends beyond their subject and their school. It asks them to critically examine their own positions and assumptions and to understand how their beliefs, values and practices have come into being through reflection and to build critically reflective practitioners who explore educational questions from multiple perspectives. It also enables a more expansive understanding of issues and questions central to educational theory and practice.</p> <p>This module examines the social context of learning, locating the school as a key institution and learning site in contemporary society. A range of theories and research are introduced to provide insights to the web of social, cultural, economic and political factors that underpin learning in contemporary society. It highlights the embedded and interdependent nature of learning; critically assesses its role at a personal level (as a learner, teacher, family member, etc), institutional level (the schooling system) and the broader social, cultural, economic and political level.</p>					