

Külföldi intézmény neve:	Erasmus Hogeschool Brussel
Erasmus kód:	B BRUSSEL46
Kurzusinformáció	https://www.erasmushogeschool.be/en/programmes/early-childhood-education
	https://www.erasmushogeschool.be/en/programmes/primary-education

Külföldi tanegység	Kód	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Műveltség	Félév
Children and Society		tavasz	tanító, óvó, csecsemő	<ul style="list-style-type: none"> • Identity and identity development • Child images (child in danger, child as danger, commercialised child, the child of our dreams, child as adult, child as a vehicle of rights...) • Historical evolution of the leisure sector for children • Pedagogicalization of childhood • Medaclarization of childhood • Commercialization of childhood • Sociology of childhood • Contemporary tendency in childhood • Basic concepts of pedagogy • Research: Being in times of becoming 	A 21. század társadalma családszociológia	TT22NA08A03	tanító	nem	VII
					Pedagógiai pszichológia	TT17NA06A08	tanító	nem	IV
					Pedagógiai pszichológia	CS17NA06A02	csecsemő	nem	IV
Educational Challenges in an Urban context		tavasz	tanító, óvó, csecsemő	<p>Characteristics of the urban city (ex. demographic aspects) with Brussels as case study</p> <p>The historical, economic, social and cultural development of Brussels</p> <p>The concept of Pedagogical Challenges</p> <p>Different cases out of the media, analysed through the perspective of Brussels (as urban context)</p>					
Multilingualism in an urban context		tavasz	tanító, óvó, csecsemő	<p>Translanguaging: home languages as a didactical resource: theory and classroom practices</p> <p>Multilingual language awareness: monolingual versus multilingual teacher beliefs and implications</p> <p>Language acquisition (mother tongue, second language) and language stimulation</p> <p>Language awareness: theory and practices (early childhood, primary school)</p> <p>Language passport, talking about language and emotions</p>	Angol mint idegen nyelv és a kétnyelvű tanítás tantárgypedagógiája	TT22NA01MT15	tanító	igen	VII
					Angol mint idegen nyelv tantárgy pedagógiája I.	TT22NA01MT12	tanító	igen	IV
					Fonetika, kiejtésfejlesztés	ÓP17NA01AM03	óvó	igen	IV
Urban coaching and education		tavasz	tanító, óvó, csecsemő	<p>In Urban coaching and education we focus on following themes for the educational professional:</p> <p>Diversattude</p> <p>The diversattude: the powerful way to work with diversity. The challenges and needs of pedagogical contexts to support professionals to enhance her/his diversattude. Art-based and narrative methodes. Sense of being and belonging in pedagogical contexts.</p> <p>Multilingualism</p> <p>Multilingualism as a resource in primary education</p> <p>Dialogue in controversial themes</p> <p>framework and dialogue and communicational theories; nature and incidence of controversial themes</p>	A differenciálás pedagógiája	TT22NA06A05	tanító	nem	V
					Inkluzív nevelés	ÓP17NA06A13	óvó	nem	IV
100 languages of children		tavasz	óvó, csecsemő	<p>Exploring the 100 languages is a concept in which children are experienced as powerful and full of potential. In the course of the 100 languages, the future ECPs are invited to explore the child within and search for their own expressive languages. The project "From Rattle to Rocket" focuses on toddlers, experimenting with materials, movement, techniques, sounds, etc., making their imagination and curiosity visible. It starts from the concept 'the environment as the third pedagogue' and has abstract art as a source of inspiration. The students decorate an adapted space, combining as many contents as possible into a stimulating whole. During the creation the 100T are combined and reinforce each other. Children are invited to explore. Based on observation, the students stimulate the experience of toddlers. They guide, interact and document. The second project focuses on the idea that nature is one of the languages chosen to meet in an intercultural way. Future ECPs interact with children (age 5-6), using materials such as clay and creations with branches and leaves, rather than spoken languages. Stories can be told and shared through nature, as a way to express and connect. The project aims to stimulate the sensory experience of students in nature and deepen that experience through interaction with pre-schoolers. It has impressionism as a source of inspiration. At the end of the week, the students organize a formation for their peers in the field about the power of nature.</p>	Környezeti nevelés és módszertana	ÓP22NA10A07	óvó	nem	IV
					Kép és tárgyalakítás II.	ÓP17NA12A06	óvó	nem	IV
					Fenntarthatóságra nevelés	CS22NA10A03	csecsemő	nem	IV

Creative Lab, Little Researcher (STEAM)		tavaszi	óvó, csecsemő	<p>This project is organized in one week where the environment as a challenging and joyous place for play will be explored by students and by children.</p> <p>The content: children as researchers; the criteria of playful materials and its environment; 100 languages in play; coaching children's play; the research of play; pedagogical documentation</p> <p>Theoretical framework traces of the pedagogy of Reggio Emilia; Vygotsky; Bruner; the handbook "Understanding by exploring" A. Weterings and S. Plampers (Bohn Stafleu van Loghum, 2017)</p>						
Internship		tavaszi	tanító, óvó, csecsemő	<p>During the internship, the student takes the role of pedagogical coach (specific and adapted to the internship context). The learning outcomes to be achieved are translated into personal internship objectives. Specific internship objectives must be achieved at the end of the internship period. The internship goals are described in the internship manual. The goals are assessed by observation, reflections and assessment interviews. Students write a reflection report and portfolio during the internship period</p>	Egyéni egyeztetés!					
Mathematics 2B: didactics and differentiation		tavasz	tanító	<p>You will learn more about the didactical approach of the following topics: fractions and decimal numbers; measure/calculate length, volume; STEM; percentages; geometry; differentiation; ICT (Excel, scratch)</p>	Geometria és tantárgy-pedagógiája	TT17NA05A07	tanító	nem	V	
					Gondolkodási módszerek	TT17NA05A06	tanító	nem	IV	
					Digitális alkalmazások kisgyermekkorban	TT17NA03A02	tanító	nem	VI	
Project Investigative Learning		tavaszi	tanító	<p>Project Investigative Learning is a project in which you work under supervision in a project team on a practical assignment. You learn what it is like to work together in a team and to achieve goals. You investigate how you can apply the theory in practice. The central question is how you can design a learning environment where active and inquisitive learning is addressed.</p> <p>The assignment To organise an active learning day in which active learning and language activation are central, starting from the experience of language and leading to learning activities with an eye for diversity.; In a small project team of about 6 students from the same study programme (Pre-Primary or Primary Education).; For a small group of children.; For half a day.; Consisting of a learning day starting from an experiential activity (story) leading to various learning activities in which one can speak of inquisitive and active learning. A learning reflection as a substantive processing of the concept of "active learning";</p> <p>ICT: a photo diary Photo editing software; Photo diary software; Strategies for documenting learning processes through photos;</p> <p>LANGUAGE SKILLS Writing a story that gives rise to activities; Telling a story;</p> <p>SUPPORTING KNOWLEDGE (knowledge test) Active learning is characterized by An educational approach with a high degree of activity, closeness to reality, challenge, variety, initiative, atmosphere, inductive learning and inquiry-based learning; A learning process that can be recognised by the learner through a high level of concentration, perseverance and determination, at the limit of one's own abilities, full of learning energy from a thorough exploration drive in the zone of immediate development; A learning effect in which the pupils have fundamentally processed knowledge, have constructed knowledge themselves. We can speak of learning in a higher order;</p> <p>ATTITUDES Self, peer and teacher evaluation of attitudes.</p>						
International learning environments		tavaszi	tanító	<p>Let's simulate : You become part of a team of 'school designers' for schools in Brussel'. In this module, you study international schoolsystems and get first-hand information of educational experts all over the world. You explore the 6 dimensions of equity in education, to give all learners equal chances. Apart from practical information about 'how to start a school', you will get examples of innovative schoolarchitecture and tips & tricks to design your own schoolbuilding and playgrounds. In short : In small teams of international and Belgian students, you will do research, invest, be critical, select and compare information in order to design and present your ideal urban school for the capital.</p>	Az EU és az oktatás	SZABV118	tanító	nem	szabv	