

Külföldi intézmény neve:	Universita ta Malta
Erasmus kód:	MT MALTA01
Kurzusok:	https://www.um.edu.mt/studentlife/internationalopportunities/courselists/courseinfo/educ/

Kód	Külföldi tanegység	Szemeszter	Szak	Tartalom	Hazai tanegység	Kód	Szak	Művel	Félév
EDS3110	Addressing Diversity in Early Years	tavasz	tanító, óvó	<p>The aim of this study-unit is to enhance early childhood educators' critical understanding of socio-cultural difference and explore how early childhood educational contexts are loaded with contradictory functions of constructing and deconstructing these differences. The study-unit is not solely aimed to address diversity in a celebratory manner. Although it is recognised that positive symbolisation of social and cultural differences is important, especially in using them as political and educational resources, the study-unit seeks to raise consciousness to educational disparities and give practical ideas as to how local early childhood educational spaces can enhance their cultural responsiveness by becoming culturally and socially hybridised.</p> <p>Early childhood educators' practical encounters with diversity are understood through philosophies of social justice that attend to the challenges of othering, assimilation, difference, racism and cultural prejudices. The notions of social justice will be discussed in relation to culturally responsive education and to a variety of issues including gender, social class, sexuality, spirituality and religious diversity, ethnic and racial diversity, and family types. These aspects will be explored in different lectures during the course however lecturers will explore them in relation to each other to highlight the multiple positions that children may take in becoming different. Lecturers will explore these themes and issues through lectures, class discussions and group work that refer to situations that challenge educators, children and families and communities in responding to diversity.</p>	Multietnikus, multikulturális társadalom, inkluzív nevelés	TT24NA08A04	tanító	nem	V
					Inkluzív nevelés	ÓP17NA06A13 / ÓP24NA06A11	óvó	nem	IV
EPE2001	Enabling Environments: Using Indoor and Outdoor Spaces, Resources and Materials	ősz	tanító, óvó	<p>One of the components of an emergent curriculum approach, involves that early years' practitioners thoughtfully plan the environment by creating spaces and offering a variety of visible choices of material, resources and opportunities based on the children's interests. Throughout this study-unit, the students will have the opportunity to develop a better understanding of the importance of the learning environment on children's well-being and growth, and will be provided with ideas and skills that will help them create a stimulating environment that sets the scene for effective engagement by the children both indoors and outdoors.</p> <p>This study-unit offers an underpinning approach, that is supported by research, ideas and contemporary thinking that should help students explore and experiment with the way the indoor and outdoor environment can be the starting point for meaningful, independent and discovery learning. Different approaches and philosophies that address notions of space, organisation, material and resources such as those pioneered by Froebel (1830), Montessori (1848), and Mc Millan (1911) will be discussed. Other theories such as Malaguzzi's (1998) notion of the environment as the third teacher, Curtis and Carter's (2003) and Deviney et al's (2010) concept of the classroom as an inspiring space that stimulates wonder, curiosity and intellectual engagement, Greenman's (2005) concept of the environment as a caring and learning space and Jarman's (2013) principle of the environment as a communication space, will be discussed in detail in order to highlight the use of space, activity areas, paths and boundaries, storage and display, stimulation and mood, furniture and furnishings, and elements, materials and resources, and their effect on children and their emotional and cognitive growth.</p> <p>Students will be encouraged to perceive the learning environment as a pedagogical space that requires intention, thought and attention to detail. Subsequently, they will be invited to design, plan, organise and share ideas of an inspiring space for children.</p>	Környezetismeret tantárgy -pedagógia	TT22NA10A03 / TT24NA10A03	tanító	nem	IV / III
					Környezeti nevelés II	ÓP22NA10A06	óvó	nem	III
					A környezeti nevelés módszertana	ÓP24NA10A03	óvó	nem	IV
					A kétnyelvi óvodai foglalkozások módszertana: környezetismere	ÓP17NA01AM06 / ÓP24NA01AM09	óvó	nem	V
EPE2002	Language, Literacy and Communication Development in Young Children	ősz	tanító	<p>Students are introduced to the major language and literacy theories which help shape policies and practice in early childhood education settings. The development of language and literacy skills, which begins at birth, is basic and a significant milestone which helps children gain access to a range of activities. Emphasis is given to specific language and literacy skills which assist young children to become competent users of a language.</p> <p>The use of children's literature, which promotes children's familiarity with language and literacy concepts and skills will be discussed. Suggestions for practical activities including sharing books, telling stories, dramatising narratives, talking and singing songs, which can facilitate language and literacy development in young learners will also be discussed. Students become aware that creating language and literacy rich environments and experiences that respond to the children's ways of communication, facilitates emergent language and literacy development and the children's disposition towards learning.</p> <p>The study-unit will conclude by introducing students to the strengths and shortcomings of different approaches to reading, such as shared reading, phonics, look and say and the whole language approach as well as an introduction to language development in a bilingual and multilingual context.</p>	Angol mint idegennyelv tantárgypedagógiája I.	TT22NA01MT12 / TT24NA01MT06	tanító	igen	IV / III
					Angol nyelvű gyermekirodalom II.	TT22NA01MT08 / TT24NA01MT10 / ÓP18NA01AM12 / ÓP24NA01AM12	tanító / óvó	igen	V
EPE2005	Observation, Assessment and Children's Participation in Early Years Settings	tavasz	tanító, óvó	<p>This unit seeks to help students become familiar with observation as a tool for assessing children's development and learning as well as a means to reflect on their own practice. Effective observation and assessment or analysis enable students and practitioners to improve their skills in planning for appropriate activities.</p> <p>Observations have to be systematically documented to enable accurate analysis and insightful decisions which can be shared with parents, support staff and the school administration, where necessary. The unit incorporates a practical component since students will spend some time in early years settings. During these visits, students will have the opportunity to apply observation techniques and identify appropriate follow-up activities on the basis of the observations.</p>	Egyéni egyeztetés				

HPN2001	Health, Safety and Hygiene Throughout the Lifecycle	tavaszi	tanító, óvó	This study-unit introduces participants to the importance of providing environments which are hygienic, safe and conducive to good health for babies, children, adolescents, adults and seniors. These environments include mainly the home, childcare centres, schools, places of entertainment, workplaces, outdoor areas namely playgrounds, roads and care homes for the elderly. Statutory and regulatory arrangements covering safety in the above mentioned places will be explored, together with principles of risk assessment that can be applied in different settings, with particular reference to Food rooms and textiles labs, being the two work settings which are the most closely related to Home Economics. The unit also aims at introducing students to knowledge related to the most common childhood illnesses and their prevention, immunization for both children and adults, sexually transmitted infections and other infections such as hepatitis, as well as common signs and symptoms of conditions and illnesses that are usually associated with older adults or seniors. Finally the unit aims at familiarizing the students with the concept of combustion and fire, fire spread and control, as well as standard evacuation procedures in case of fire, bomb threats and earthquakes.	Funkcionális anatómia és egészségügy	TT22NA11AFA	tanító	nem	V
HPN2002	Home Planning for Independent Living and Living with Others	ősz	tanító, óvó	This study-unit begins by discussing the factors that need to be considered when selecting a home and explores the various types of accommodation to suit different family life-stages and changing needs. Students will be able to wisely search for a property, interpret architectural plans and discuss aesthetics, traditional features and the architectural character of Maltese homes. The various ways of acquiring a house and the processes involved will be discussed. The planning, construction and finishing of houses will be outlined, with emphasis on energy-saving features, security and low maintenance. This study-unit will also expose students to knowledge and design skills so as to provoke creativity when planning the home to suit different needs. They will analyse the possibilities, think of the details, and assess and access the technologies available which make the home a safe, practical and comfortable place to live in. They will also explore the various home related government schemes available to financially assist home owners in acquiring and renovating their home.					
HPN2003	Food Preparation Skills for Health and Wellness (2)	tavaszi	tanító, óvó	This unit offers practice in a range of food preparation skills from intermediate to more advanced, highlighting creativity, sustainability and nutritional value of different food. Keeping in mind the high rates of chronic non-communicable diseases, practical skills for preparing healthier basic mixtures, snacks and dishes will be explored. This unit will cover a selection of intermediate and advanced practical skills exposing students to innovative culinary skills and guiding them through basic and new techniques in food preparation leading to the creation of simple and professional snacks and dishes as well as reviving traditional recipes. The students will carry out individual tasks and occasionally work in teams.					
HPN2004	Ethical Fashion and Textiles Recycling	ősz	OTAKRAJZ	This study-unit explores the issues of fashion, sustainability and the way in which fashion clothing is produced, used and discarded. Students are introduced to the continued cycle of buying, using and disposing of fashion clothing which is based upon a system of production that has serious consequences for our society and the community. An approach to fashion which maximises the benefits to people and communities while minimising the impact on the environment is explored. This unit also provides strategies targeted at the individual, family and community levels for the sustainable use of resources. Students are also exposed to various sources of inspiration to create an original, creative and aesthetically pleasing household or personal item made from a used textile item. The design process for planning, realisation and evaluation of creative decorative or functional items repurposed from used textile items will also be discussed and practised.					
HPN2009	Principles and Applications of Food Science and Food Technology	ősz	tanító, óvó	This study-unit examines the nature of common food commodities. Groups of commodities will be compared for their composition, structure, nutritive value, storage and processing with particular emphasis on local products and processes. The beneficial and undesirable changes that occur in foodstuffs will be explored. The functions of micro-organisms in food processing and in the deterioration of foodstuffs are studied in relation to the scientific principles underlying the various types of changes that occur. Changing technology in the production, processing and packaging of foodstuffs as well as current consumer concerns are discussed. Various national and international food issues, regulations and policies are outlined					
HPN2011	Socio-Cultural Issues in Health and Nutrition	tavaszi	tanító, óvó	This study-unit begins by looking at the theory of food and culture and gives an overview of the social functions and symbolic meanings of foods and their implications on the micro and macro levels. The various cultural factors that influence the choice of foodstuffs, meal patterns and eating habits of different population groups are discussed. The study-unit also describes the socio-historical background to traditional Maltese cuisine and explores the impact of technology, tourism and changing lifestyles on current food choices and eating practices of the Maltese population. Students are also introduced briefly to the characteristics of the traditional Mediterranean diet and a number of different ethnic cuisines. The study-unit then continues by focusing on topical concerns regarding the food-health link. Students are exposed to various sources of information in order to familiarise themselves with the latest controversial research and 'news' in the fields of health and nutrition, as well as to evaluate the issues discussed so that they can effectively inform others in order to modify food-related behaviours and ultimately improve their quality of life.					
HPN2012	Clothing for Specific Purposes	ősz		This study-unit exposes the students to the social, psychological, economic and aesthetic factors that influence the choice of clothing for different needs and activities. The unit focuses on the design of clothing for different stages of the life cycle and for special purposes such as recreational, different occupations etc., as well as for people with special needs. An outline will be given on the elements and principles of design used in the creation of well designed and aesthetically pleasing garments and accessories. Changes in fashion will also be discussed in terms of changing life-styles and various sources of inspiration for fashion styles will be highlighted. Students will be involved in designing and drawing a mini-collection, defining what are their inspirations.					
HPN2013	Pattern Drafting Using Traditional and Digital Forms	tavaszi		This study unit will develop understanding, vocabulary and skills in relation to pattern drafting. Through practical application the concept of traditional drafting techniques, such as the flat pattern method will be introduced. Students will practise procedures involved in taking measurements and drafting basic block patterns altered to fit various figures. The general approach to the digital part of this study unit will be to develop understanding in computer-aided design (CAD) features and functions to create a set of "standard" digital patterns. Studies will include development of a basic flat pattern, to a "standard size" or previously developed measurements, analysing the pattern accuracy: explaining the construction points and positioning, then creating new pattern versions with different components.					

HPN2015	Design of Interiors 1	tavaszi		The study-unit will be divided into various modules. It will start by covering elements and principles of design and the interior design process. This will include space planning, colour theory, lighting design, soft furnishings and basic draughting techniques. It will also look at the history of design: showing the styles and influences of history on design through the ages, as well as modern furniture design and the mix of styles. Appreciation of antiques and selection and placing of accessories and artwork will also be tackled.					
HPN2016	Textile Retail Management	tavaszi		This study-unit shall introduce students to retail management in relation to textiles and fashion. It will offer an introduction to the world of retailing, including a focus on the Retail Marketing Mix and retail outlet positioning, retailing strategies, information systems and supply chain management, managing merchandise assortments and retail pricing and Retail Communication Mix. It shall also explore various store layouts and analyse design and visual merchandising. These themes shall serve as a backdrop for analysing retail management in relation to the textiles and fashion industry.					
HPN2017	From the 0-Preschool Years: Addressing the Needs of Children	ősz	óvó	This study-unit focuses on children 0-6 years old. It will first focus on the optimal state of health prior to conception and during pregnancy and lactation. The development of the foetus and the needs of the newborn infant are discussed. This is then followed by the development and care of the pre-school child with emphasis on healthy eating practices and ways of creating a safe and stimulating environment for the holistic development of the child. Parenting skills and the developmental needs of the child - physical, emotional, social and intellectual - will also be discussed. The latter will also include play as an important aspect of children's development according to stage.					
HPN2018	Research Skills and Public Speaking	ősz	tanító, óvó	This study-unit will introduce students to a variety of research methods and tools which are often adopted in Home Economics research initiatives and projects. The rationale, ethical aspects and basic procedures will be outlined and discussed. The study-unit will also offer students practical guidance for developing and implementing effective public presentations. It will look at types of speeches, and multiple factors to consider when planning and delivering Home Economics-related speeches. Students will have opportunities to apply and practise skills learnt in simulated and real life settings.	Kutatásmódszertan	TT22NA06A03 / TT24NA06A07	tanító	nem	IV
HPN3001	Senior Citizens in Society	ősz		This study-unit discusses the problems of defining the elderly population and their expectations of life prior to and following retirement. It gives an overview of the demographic changes envisaged and the implications for the State services, current and potential private services, pensions, the economy and individuals, and also studies international proposals and possible solutions adopted or being proposed by the State. It encourages possible proactive measures by the senior citizens themselves so as to ensure financial stability in old age. This study-unit also outlines the most common conditions and diseases amongst the Maltese seniors and it explores possible ways of preventing or retarding the onset of such conditions and of preserving good health and independent living for as long as possible. It looks at the State, community and voluntary services and support systems available and the latest published reports and plans for upgrading these services so as to ensure the maintenance of independence, good health and well-being of its senior citizens. It seeks to promote opportunities for health, participation and security in order to enhance quality of life as people age.					
HPN3003	Scientific Principles and Applications for Contemporary Family Living	ősz		<p>This study-unit examines the scientific foundations and applications behind commonly used materials, equipment and appliances that are essential for contemporary family living. It starts by discussing the water cycle, the need for conservation of water and the local water supply. The scientific principles of water hardness and its implications for health, household materials and the environment will be discussed.</p> <p>The chemical properties of soaps, detergents and laundry aids and the way these contribute to caring for textiles are explored, while discussing their impact on the environment.</p> <p>The study-unit continues with an overview of the principles of heat transfer and their application to cooking, heating and cooling the home, with a focus on new type soft heating/cooking technology and the use of renewable energy sources.</p> <p>The physical and chemical properties and applications of common household materials such as metals and alloys, glass and ceramics as well as plastics are discussed, and the study-unit concludes with an in-depth analysis of the chemicals considered by WHO as being of public health concern and their impact on health and the environment.</p>					
HPN3006	Drawing, Design Development and Fashion Design	ősz		This study-unit guides students on how to plan a fashion collection from start to finish. It encourages students to identify ideas from various inspirational sources to create a mood board from a specific design theme combined with current fashion trends. A well-coordinated, fashion collection, on paper, is created from this mood board, using colour and fabric design. This collection will be presented in a portfolio, including flat drawings and describing any sewing procedures.					
HPN3010	Perspectives in Health, Consumer and Sustainability Policies and Research	ősz	tanító, óvó	The unit sets out the policies and guidelines that shape consumer trends and behaviour in relation to health and sustainability. It presents international, national and other professional entity or NGO reports, strategies or action plans focusing on food, health and sustainable development (consumption and production). Reports on food, nutrition and health education, as well as education for sustainable development, particularly those stemming from the UN decade on Education for Sustainable Development and the UN Sustainable Development Goals will be given particular attention. Research, projects and case studies highlighting examples of good practice will be examined and critiqued.					
HPN3011	HE Interventions for Behaviour Change within a Lifelong Learning Perspective	ősz		The first part of this study-unit concentrates on the role of Home Economics in Community and Lifelong Education emphasising similarities in the goals of these disciplines related to promoting wellbeing for individuals. Local, European and global provisions and emerging needs within Lifelong and Community Education are investigated. The second part then concentrates on the principal individual, community and socio-ecological theories and models underpinning evidenced-based Health Education and Promotion interventions. The final part takes on a practical orientation. It guides students in integrating the knowledge and skills gained in earlier parts of the study-unit in order to plan, develop, implement and evaluate a sustainable living/health promoting intervention in a community setting.					

HPN3012	Consumer Education: Protection, Advocacy, Trends and Analysis	tavaszi		<p>This study-unit provides an understanding of the role of the consumer in society, the need of consumer education in its broadest application and policies for consumer protection. Students will explore the factors that influence the choice of goods and services in today's consumerist society. New trends and changing patterns of shopping and methods of payment for goods and services are evaluated, focusing on new technological and digital developments, outlining areas where consumers are vulnerable and where education could be beneficial. Consumer rights and responsibilities together with legislation are discussed. Various sources of consumer information and education will be examined, with particular emphasis on advertising and other forms of consumer pressures, as well as formal and informal learning activities.</p>					
HPN3013	Costume History	ősz		<p>This study-unit offers an expose of fashions of Western Civilization from ancient cultures to the present day. The introductory focus of the unit will be on the social, historic and aesthetic influences on fashion design. Other factors such as economic and technological changes will also be explored. The main focus will be on different styles created by famous fashion designers which will be analysed in detail. A discussion on the European, American and Asian fashion designers is also carried out. This background will be used to lead the students to critically evaluate present fashion trends.</p> <p>The latter part of this study-unit will focus on the history of Maltese costume in order to contribute towards a greater awareness of Maltese national identity. It will also discuss the various characteristics that contribute to the uniqueness of the Maltese costume.</p>					
HPN3014	Fundamentals of the Fashion Industry	ősz		<p>This study-unit introduces the Fashion Industry as an economic sector, as well as crucial components of this specialised industry including terminology, concepts, and production and marketing strategies and practices. Further understanding and skills will be developed through discussions, practical exercises and a group project covering topics such as stages and process in the fashion industry from design to consumer, the fashion calendar and events, key fashion sectors and different fashion businesses and types of retail. The various roles, responsibilities and professional practices of different personnel, the fashion life cycle and principles of interpreting trends, fashion forecasting for specific markets, understanding fashion range and collection planning, and fashion promotion strategies, advertising and sales will also be tackled.</p>					
HPN3019	Home Economists as Caring Professionals	ősz		<p>This study-unit explores the role of Home Economists as caring professionals assisting in the wellbeing of individuals at different stages of the lifecycle and in different living circumstances. It offers students insights on the various needs of these individuals and their households and the work of different state and non-stage agencies and organisations in offering services and incentives to enhance quality of life and reduce risks for personal and family wellbeing. Guidance on basic principles for working with vulnerable individuals and households will also be presented.</p>					
EDU2101	Erasmus Field Placement	ősz / tavasz	tanító, óvó	<p>This course is aimed at familiarising Erasmus students with primary / secondary school cultures. Students will follow a one-semester course, which includes weekly observations and tutorials.</p> <p>Students are expected to develop:</p> <ul style="list-style-type: none"> - a basic understanding of the many professional requirements which affect a teacher's work; - an overview of the structure and scope of the primary/secondary curriculum; 	Egyéni egyeztetés				
ALL1002	Discovering Multimodal Text Analysis	tavaszi	tanító, óvó	<p>Textbooks indeed are the most popular tool used globally within the classroom (UNESCO, 2007). The Language classroom is no exception. In this case, textbooks together with other authentic texts (Widdowson, 1990) bring the learner closer to the target language being taught. While acknowledging the importance of texts in language teaching, this study-unit goes one step further and aims to analyse a number of texts multimodally.</p> <p>This will be done, initially by defining the terms 'mode' and 'multimodality', highlighting the conventional distinctions which often feature in literature. Adopting a practical multimodal text analysis, the study unit intends to analyse the effects of particular modes (including print, speech, visuals, colour, body language, gaze, gestures, clothes etc) on the reader (i.e. the language learner) of particular texts used in the language classroom.</p> <p>Throughout the study-unit, since the very early stages students are expected to implement through practical activities the theories discussed.</p>					
ALL1003	Using Audio-Visual Modes in Language Teaching	tavaszi	tanító, óvó	<p>This study-unit initially intends to define the term 'audio-visual' and later to identify a number of audio-visual resources which are commonly (and others less commonly) found in language classes. These include music videos, songs and film bites among others.</p> <p>The aim of the study-unit will be to adapt a multimodal stance and to analyse the different audio-visual resources and the benefits and challenges they can present when used to teach languages in the classroom. This study-unit will help students segment these resources in different modes (including picture, layout, colour and tune) and focus on the effects each mode (alone and/or with other modes) could have on language students.</p> <p>Throughout the study-unit, since the very early stages students are expected to implement through practical activities the theory discussed.</p>					
TET2016	Visual Literacy for Technology	tavaszi	tanító, óvó	<p>This study-unit presents an academic discussion about the concept of visual literacy and its presence within the technological domain of knowledge. While exploring the components of the theory of visual literacy the study-unit discusses what aspects of technological and general education are served by visual literacy and what are the skills, competencies or abilities involved when a person can claim to be visually literate.</p>					