COURSES FOR INTERNATIONAL STUDENTS

SPRING / SUMMER SEMESTER

2018/2019

PRE-SCHOOL AND EARLY CHILDHOOD EDUCATION
HOW COURSES BUILD UP IN OUR FACULTY FOR INTERNATIONAL STUDENTS

**Recommended**

- History of Childhood 4 ECTS
- Introduction to Sociology. The Sociology of Families 4 ECTS
- Among Others 4 ECTS
- Sustainability Education 4 ECTS

16 ECTS

**Eligible**

**In English**

- English Children’s literature I 4 ECTS
- General language development 4 ECTS
- Methodology of Bilingual Pre-School Session: Visual Education 4 ECTS
- Methodology of Bilingual Pre-School Session: Physical Education 4 ECTS
- Theory and practice of Bilingual Education + Observation in Kindergarten 4 ECTS
- Ball Geometry (English/German) 4 ECTS
- Cultural Anthropology; Minority Cultures 4 ECTS

**In German**

- Nationalitätenkunde - Volkskunde II. für werdene Erzieherinnen 4 ECTS
- Methodik Musik / Nationalitätenkindergarten 4 ECTS
- Kindergartenpraktikum 4 ECTS
- Literatur der deutschsprachigen Länder I 4 ECTS
HISTORY OF CHILDHOOD

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<th>Course code</th>
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<th>Lecturer</th>
<th>Department</th>
<th>Language of Instruction</th>
<th>Fulfillment</th>
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<tbody>
<tr>
<td>ERA03O</td>
<td>4</td>
<td>Dr. Orsolya Endrödy-Nagy</td>
<td>Education</td>
<td>English</td>
<td>Obligatory</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:endrodyorsolya@gmail.com">endrodyorsolya@gmail.com</a></td>
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COURSE DESCRIPTION:

This course is an Introduction to the Social History of Children and Childhood Studies. The aims of the course are to understand the changes in children’s lives over time while gaining experience in qualitative and quantitative methodologies.

LEARNING OBJECTIVES:

Upon successful completion of the course, students should be able to:
1. Demonstrate an introductory understanding of how children were viewed historically, childrearing practices, family and childhood studies.
2. Analyse photos, paintings and movies about children.
3. Understand the changing views about children over time and space.
4. Demonstrate an introductory knowledge of research methods.
5. Understand the effects of globalisation and media on today’s children.
6. Develop oral and written skills in English.
7. Develop discussion skills.

COURSE CONTENT – TOPICS:

1. Research methodologies, qualitative, quantitative, mixed methods
2. Paintings and photos as sources of interpreting childhood
3. History of the Family
4. Pedagogical Anthropology
5. History of Children literature, Literature on Children, Parental Guidebooks
6. The emergence of modern childhood in Europe, the Age of Innocence
7. Different narratives of 18th, 19th and 20th century childhood
8. Modern and postmodern theories about childhood, the death of childhood
9. History of the Children’s Room
10. Children and the Media

METHODS OF INSTRUCTION:

Lectures
Discussion on the topic
Bringing requested materials such as photos, paintings about children, toys
Analysing photos, paintings, toys, games, animations, movies
Cooperative learning tasks
Reports and papers
Class exercises

**METHODS OF EVALUATION:**

Test - final examination
All students are required to write an essay/report (roughly 12,000) choosing from the following topics:
- Introduction of a selected literature, from the list given
- Children in a selected era (etc. Renaissance, 18th Century, Modernity)
- Analysis of a selected photo or painting

**BIBLIOGRAPHY:**

Cunningham, Hugh (2005): *Children and Childhood in Western Society since 1500*, Pearson and Longman, Harlow

**FURTHER READINGS:**

INTRODUCTION TO SOCIOLOGY – THE SOCIOLOGY OF FAMILIES

<table>
<thead>
<tr>
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<td>Mr. András Déri</td>
<td>Social Sciences</td>
<td>English</td>
<td>Obligatory</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:deriand.elte@gmail.com">deriand.elte@gmail.com</a></td>
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COURSE DESCRIPTION

The aim of this course is to give a basic insight into the most important theories and contemporary debates regarding the definition, role, types and functions of family while also providing a comparative overview of family-related policies in Europe. Students are to understand the main problems and theories of gender and LGBTQ studies and the role of these in pedagogy.

COURSE CONTENT

1. Debates on the concept of “family”
2. Industrialization, post-industrialization and families
3. Social capital, social inequalities and families
4. Family policies
5. Family practices
6. Gender sociology

METHODS OF EVALUATION

In accordance with the teacher's instructions

BIBLIOGRAPHY


FURTHER READINGS


AMONG OTHERS – INTERCULTURAL LEARNING IN THE PRACTICE

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COURSE DESCRIPTION

This course explores how to apply non-formal methods as a means of developing intercultural competence in higher education. The course emphasizes how educators can address the effects of multicultural processes on young people’s vision of the future. Our aim is to acquire a better understanding of the challenges and potential posed by national and international mobility.

LEARNING OBJECTIVES

- To introduce non-formal education and international cooperation into higher education,
- To develop intercultural competence in future youth workers, pedagogues and students in other human sciences to improve their work,
- To encourage the use of Erasmus+ Youth Programme in working with young people

COURSE CONTENT FOR CLASS IN THEORY

- Understanding the key concepts
- Recognizing cultural phenomena
- Developing international projects
- The characteristics of intercultural work

COURSE CONTENT FOR PRACTICE

- Sketching individual projects
- Stereotypes in everyday life, good methods for combating those
- Communication practices
- Cultural, international experiences
- Managing different intercultural situations
- Involving foreign volunteers
LEARNING OBJECTIVES

Through non-formal methods of training, role playing and drama pedagogy students achieve the following skills and competences:

- Effective communication in an intercultural group
- Combating prejudices and stereotypes
- Mapping and management of misunderstandings and conflicts
- Understanding the Erasmus+ program

BIBLIOGRAPHY

- Coyote Magazine
- Erasmus+ handbooks

FURTHER READINGS

- Peter Merry (ed.): *Under Construction Citizenship, Youth and Europe T-Kit on European Citizenship.*
COURSE DESCRIPTION

Training of students to be able to form the foundation for developing a culture of sustainability and sustainable way of life among nursery and primary school-age children in both an indoor or outdoor environment. Students are to recognize and critically analyse environmental problems while exploring and efficiently applying problem solving techniques.

COURSE CONTENT

1) Possibilities for guided tours and excursions in natural environments while focusing attention on sustainability education (trip locations: Sas Hill, Pálvölgyi Cave, Budapest Zoo, Hungarian Natural History Museum).

2) Gathering the local environmental problems of a given region of the student’s own country. Outlining and presenting the possible solutions for the problems.

3) Opportunities provided for methodological implementations of the student’s experiences gained throughout these activities in the course of working in nursery or primary schools.

BIBLIOGRAPHY


FURTHER READINGS

http://www.freeweb.hu/eduscience/0801Megyerine.pdf
ENGLISH CHILDREN’S LITERATURE I

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<tr>
<td>ERA06E</td>
<td>4</td>
<td>Éva Trentinné Dr. Benkő <a href="mailto:tbenko.eva@gmail.com">tbenko.eva@gmail.com</a></td>
<td>Foreign Language and Literature</td>
<td>English</td>
<td>Eligible</td>
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Language Requirement: B2/C1 level of English

Level of Instruction: BA/undergraduate

COURSE DESCRIPTION

The objective is for students to acquire a wide range of knowledge about children’s literature in English-speaking countries (nursery rhymes, children’s poetry, chants, songs, games etc.) and their creative and experiential usage in pre-school sessions. Students will acquire subject-matter knowledge in English children’s literature as well as theoretical and practical skills that will aid their professional development as pre-school teachers. Students will explore target language cultures through the children’s literature of English-speaking countries, present these texts in a child-centred way and acquire age-appropriate activity types, methods and techniques for educating young children. Students will gain insight into developing children’s sense of movement and rhythm, musical taste, abilities for verbal and non-verbal expression and pronunciation; in other words, the aim of this course is to instruct future educators in how to enrich children’s social and emotional worlds.

COURSE CONTENT

During the course students will study definitions in children’s literature, various kinds of frameworks for interpreting ideas, an overview of genres and themes in children’s literature and the place and role of short genres (chants, rhymes, songs, games, counting out rhymes, tongue twisters) in the holistic development of children. The types and main features of various genres, traditional and contemporary children’s literature and the role of songs, music, rhyme, rhythm, movement, dance, humour and games in the holistic development of young children will also be examined.

BIBLIOGRAPHY

GENERAL LANGUAGE DEVELOPMENT FOR TEACHERS ON ELEMENTARY, PRE-INTERMEDIATE, INTERMEDIATE AND ADVANCED LEVELS

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<tr>
<td>ERA07E</td>
<td>4</td>
<td>Ms. Gabriella Szuchy <a href="mailto:szuchy.gabriella@tok.elte.hu">szuchy.gabriella@tok.elte.hu</a></td>
<td>Foreign Language and Literature</td>
<td>English</td>
<td>Eligible</td>
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**Language Requirements:** A2/B1-2/C1 level of English

**Level of Instruction:** BA / undergraduate

**Other important information:** Only a limited number of students are admitted. Contact with the department is **required prior to admission**.

**COURSE DESCRIPTION**

The aim of this course is to develop students’ vocabulary, listening, reading, writing and speaking skills through educational topics related to pre-schools, primary schools and working with children. Students will be able to communicate about general and educational topics.

**COURSE CONTENT**

To be specified at the beginning of course.
METHODOLOGY OF BILINGUAL PRE-SCHOOL SESSION: VISUAL EDUCATION

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<td>ERA08E</td>
<td>4</td>
<td>Dr. Valéria Árva</td>
<td>Foreign Language and Literature</td>
<td>English</td>
<td>Eligible</td>
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<td></td>
<td></td>
<td><a href="mailto:arvavali@gmail.com">arvavali@gmail.com</a></td>
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**Language requirements**: B2/C1 level of English

**Level of training**: BA / undergraduate

**Other important information**: Limited class number, department contact is required prior to admission.

**COURSE DESCRIPTION**

The aim of the course is to train students in possession of the knowledge and competencies that enable them to conduct visual art education in English at a preschool education level. Students will be competent in English-language visual art education and its methodology, gained by instruction in the relevant English vocabulary. A familiarization with the visual cultures of English-speaking cultures will also be acquired. Students will be able to plan, organize and carry out teaching activities in the field of visual education, thereby possessing the necessary background for furthering language development through visual arts education in an efficient and age-appropriate way for pre-school children.

**COURSE CONTENT**

During the semester students develop the methodology competencies necessary for visual education in English while acquiring the necessary language base through working on topics, such as the English terminology for a theoretical basis in visual arts (history, genre, interpretation), the role of visual arts in forming personality, the role of aesthetic experience and values in the process of socialization in pre-school age. Materials, techniques, linguistic tools and their equivalents in English, crafting objects and preparing objects for every-day use will also be learned.

**BIBLIOGRAPHY**

METHOD OF BILINGUAL PRE-SCHOOL SESSIONS:
PHYSICAL EDUCATION

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<td>ERA09E</td>
<td>4</td>
<td>Dr. Valéria Árva <a href="mailto:arvavali@gmail.com">arvavali@gmail.com</a></td>
<td>Foreign Language and Literature</td>
<td>English</td>
<td>Eligible</td>
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Language Requirements: B2/C1 level of English

Level of Instruction: BA / undergraduate

Other important information: Limited class number, contact with department is required prior to admission.

COURSE DESCRIPTION

This course aims to develop the knowledge and competencies based on which students will perform teaching activities in physical education (PE) in English in preschool education. Students will learn how to organize extracurricular sports and game activities in pre-school, thereby developing children’s spontaneous foreign (English) language use. The course also aims to develop students’ language competence in the field of physical education in English and its methodology.

COURSE CONTENT

During the semester students will develop the methodological competencies necessary for physical education in English while acquiring the necessary language base for physical education in English, including the following topics: work safety, basic terminology of physical education in English, the characteristics of physical development of pre-school age and programmed physical development, types and management of exercises, PE equipment, tools and their use, gymnastics, free exercises and their role in bodily, cognitive and social/emotional development, teaching PE games, games with movements and ball, outdoor sports, athletics, organising and managing leisure-time sports activities. Instruction is realized through reading, discussions of the reading materials and micro teaching sessions.

BIBLIOGRAPHY:
THEORY AND PRACTICE OF BILINGUAL EDUCATION + OBSERVATION IN KINDERGARTEN WITH ENGLISH LANGUAGE PROGRAMME

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<td>ERA10E</td>
<td>4</td>
<td>Éva Trentinné Dr. Benkő</td>
<td>Foreign Language and Literature</td>
<td>English</td>
<td>Eligible</td>
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**Prerequisite:** specialization (at home institute) in teaching English as a Foreign Language to Very Young Learners

**Other important information:** Limited class number, contact with department is required prior to admission.

**COURSE DESCRIPTION**

The objective of the course is for students to gain a state-of-the-art knowledge regarding bilingualism and the theory of bilingual pre-school education while preparing for their individual bilingual kindergarten practice. By including instruction in the latest Hungarian and international educational research results, the course also aims for students to form the kind of a language pedagogy approach that focuses on the holistic development of pre-school children. Observation and teaching practice at bilingual pre-schools are also part of the training.

**COURSE CONTENT**

Students will be familiarized with the theoretical and practical foundations for conducting pre-school life and sessions in a foreign language. During the course they will study the definitions, types and characteristics of bilingualism, beliefs and misbeliefs about bilingualism and multilingualism based on research results. In addition to learning about the objectives, tasks, challenges and ways of pre-school education in the target language, students will explore the psychological and pedagogical foundations for pre-school education in the target language. Students will develop the attitude and competencies necessary for enabling them to develop their professional knowledge, attitude and competencies further.

**BIBLIOGRAPHY**

BALL GEOMETRY

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<tr>
<td>ERA12E</td>
<td>4</td>
<td>Mr. István Lénárt <a href="mailto:ilenart@cs.elte.hu">ilenart@cs.elte.hu</a></td>
<td>Mathematics</td>
<td>English</td>
<td>Eligible</td>
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</table>

Number of lessons weekly: One lesson of 90 minutes

COURSE DESCRIPTION

The course aims to develop the early formation of geometrical concepts with the aid of spherical or spheroidal bodies such as fruits, balls, spherical construction tools, etc. Methods and approaches are included for continuing the topic in higher grades.

COURSE CONTENT

Freehand drawing and geometric constructions on spherical surfaces. Spherical games on 3D models, and on the computer screen.

COURSE OBJECTIVE

Students will gain practical experience in teaching geometry at a primary school level. The relevant methodology of dealing with young children will also be examined.

BIBLIOGRAPHY


FURTHER READINGS

CULTURAL ANTHROPOLOGY; MINORITY CULTURES

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<td>ERA17E</td>
<td>4</td>
<td>Mr. András Déri</td>
<td>Social Sciences</td>
<td>English</td>
<td>Eligible</td>
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Number of lessons weekly: 2

Aim: The main purpose of the course is to better understand cultural diversity and the realities of culturally diverse societies. The course helps students understand the positions of people and groups of different backgrounds through the toolkit of sociology and cultural anthropology. The involvement of non-formal methods helps to interpret and analyze concepts of stereotypes and to find possible solutions for multicultural challenges.

Curriculum:
- The approach and methods of cultural anthropology
- Cultures and subcultures
- Key concepts of cultural diversity
- Ethnicity, the concept of nation, neo-nationalism
- Stereotypes in everyday life, practices of combating prejudices and stereotypes
- Xenophobia
- Sexual and Gender Minorities

Requirements: Knowledge and understanding of the curriculum’s topics based on class activities and required readings. The evaluation is partly based on class presence and active participation, partly on individual (written or creative) assignment.

Required readings:

Recommended readings:


NATIONALITÄTENKUNDE – VOLKSKUNDE II. FÜR WERDENDE ERZIEHERINNEN

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<tr>
<td>ERA15E</td>
<td>4</td>
<td>Dr. Éva Márkus <a href="mailto:markuseva@t-online.hu">markuseva@t-online.hu</a></td>
<td>Foreign Language and Literature</td>
<td>German</td>
<td>Eligible</td>
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Number of lessons weekly: 2

Das Ziel der Studieneinheit

Die Studenten lernen die Geschichte der Deutschen in Ungarn kennen.

Kursinhalt


Methoden des Lernens/Unterrichts: Wenden Sie sich bitte an den Dozenten (E-Mail)
METHODIK MUSIK / NATIONALITÄTENKINDERGÄRTNER

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<td>Foreign Language and Literature</td>
<td>German</td>
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Number of lessons weekly: 2

Das Ziel der Studieneinheit

Die Studenten sollen sich bekannte traditionelle und moderne Kinderlieder der deutschsprachigen Länder aneignen und dadurch ihren Wortschatz erweitern. Sie werden in die Methodik der zielsprachigen Musikvermittlung eingeführt. Sie sollen einen Überblick über das Liedgut der Ungarndeutschen bekommen, damit sie dieses liebgewinnen und dadurch das Identitätsbewußtsein der Kinder fördern können.

Kursinhalt

- Einführung in die Musiktheorie in deutscher Sprache;
- Aufbau der zielsprachigen Musikeinheiten;
- Methodische Möglichkeiten der zielsprachigen Liedvermittlung;
- Altersspezifische Auswahlkriterien des Liedgutes;
- Fächerübergreifende Vermittlung von Liedern;
- Präsentation und Vermittlung von Liedern an die Seminarteilnehmer;
- Das Liedgut der Ungarndeutschen;
- Lieder und Bräuche;
- Förderung der Musikwahrnehmung der Kindergartenkinder.

Methoden des Lernens/Unterrichts: Wenden Sie sich bitte an den Dozenten (E-Mail)
## KINDERGARTENPRAKTIKUM I.

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### Das Ziel der Studieneinheit / Kursinhalt
Aktivitäten in deutscher Sprache zu planen bzw. zu verwirklichen.

### Kursinhalt
Vorbereitungsentwürfe werden zu verschiedenen Themen geschrieben und in Form von Ideenbörse präsentiert. Die Aktivität wird anschließend analysiert.

### Methoden des Lernens/Unterrichts
Umsetzung fachmethodischer Kenntnisse in der Praxis.
LITERATUR DER DEUTSCHSPRACHIGEN LÄNDER

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<td>ERA14E</td>
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Number of lessons weekly: 2

Das Ziel der Studieneinheit

Das Ziel der Studieneinheit ist das Lesen und Kennenlernen der deutschen Literatur und dadurch der deutschsprachigen Kultur, die mit der Literatur in Beziehung steht (Kunstgeschichte, Architektur, Musik, Theaterkultur). Die Studenten sollen sich literarische Fachbegriffe und Interpretationsverfahren aneignen und sie bei der Analyse anwenden können.

Kursinhalt

Im Laufe des Seminars werden die folgenden literarischen Epochen der deutschen Literatur an Beispiel von Textauszügen und Gedichten behandelt:

- altdeutsche Literatur
- Hildebrandslied
- Merseburger Zaubersprüche
- Geschichte des Minnesangs (von dem Falkenlied bis zum Walther von der Vogelweide)
- Das Nibelungenlied
- Literatur des Spätmittelalters
- Literatur des Barock
- Die Aufklärung (Lessing: Nathan der Weise)
- Sturm und Drang (Die Leiden des jungen Werthers)

Methoden des Lernens/Unterrichts: Wenden Sie sich bitte an den Dozenten (E-Mail)