

Course Unit Descriptor

Study Programme: Early Childhood Teacher		
Course Unit Title: Concepts of Plans of Preschool Education and Pedagogy		
Course Unit Code: V-2-2-1-1		
Name of Lecturer(s): Josip Ivanović, Mónika Csapó		
Type and Level of Studies: Undergraduate Studies (BA)		
Course Status (compulsory/elective): Elective		
Semester (winter/summer): Winter		
Language of instruction: Hungarian		
Mode of course unit delivery (face-to-face/distance learning): Face-to-face learning		
Number of ECTS Allocated: 2		
Prerequisites: -		
Course Aims: Getting familiar with reforms of preschool pedagogy at the beginning of the 20 th century. Learning about the most prominent authors, movements, schools, theories and pedagogical trends in contemporary approaches to preschool education and pedagogy. Understanding causes of contemporary waves in pedagogy, and developing critical approach towards pedagogical concepts of the past and present.		
Learning Outcomes: Students will get a deeper insight into reforms of preschool pedagogy at the beginning of the 20 th century and learn about the most prominent authors, movements, schools, theories and pedagogical trends as well as how these affected contemporary approaches to preschool education and pedagogy. Students will also build out a philosophical, scientific, conceptual and theoretical basis for various starting points of theories about conceptions of plans in preschool education and pedagogy.		
Syllabus: <i>Theory</i> Object, aim and tasks of reformist trends in pedagogy at the dawn of the 20 th century. Pluralism of these trends. Methodological basis for research done in this field. Classification of contemporary pedagogical trends as well as educational theories; classification of preschool experiments and practice. Key accomplishments and contemporary significance of reform pedagogy. Philosophical-antropological basis of different theoretical approaches. Implications of philosophical-antropological points of view on concepts of educational-pedagogical practice. Philosophical and psychological points of view of humanist pedagogy. Main orientational frameworks in various pedagogical movements, schools, directions and educational theories. <i>Practice</i> Elaboration and presentation about the work of some prominent pedagogues or outstanding preschool institution, as well as overview of chosen concepts of prominent theorists of pedagogy.		
Required Reading: <i>Compulsory:</i> Németh, András (Ed.) (1998): <i>A reformpedagógia múltja és jelene</i> , Budapest: Nemzeti Tankönyvkiadó. <i>Optional:</i> Ђорђевић, J. (2000): <i>Реформни педагошки покрети у 20. веку</i> . Београд: Учитељски факултет & Научна књига. Mijatović, A. (1999): <i>Ishodišta i odredišta suvremene pedagogije</i> , In: A. Mijatović (Ed.) <i>Osnove suvremene pedagogije</i> , 13-37, Zagreb: Hrvatski pedagoško-književni zbor.		
Weekly Contact Hours: 2 (30)	Lectures: 1 (15)	Practical work: 1 (15)
Teaching Methods: Lecture, practice, presentation, discussion, presentation, pair and individual work, consultation.		

Knowledge Assessment (maximum of 100 points):			
Pre-exam obligations	points	Final exam	points
Active class participation	15	oral exam	45
Practical work	25		
Preliminary exam			
Seminar(s)	15		
The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.			