

Course unit: The concept of childhood in psychology	Credits: 2
Course type, number of lessons: Lecture, 2 hours per week	
Assessment: Examination	
Semester: 1	
Entry requirements (if any): None	
Course description:	
<p>Aims: The aim of the course is to provide an introduction to psychological science. Students will study the concepts, topics, and methods of psychology. The course provides an overview of the most important areas, with an emphasis on the problems and phenomena especially relevant to teachers and their work, such as the cognitive function, learning, emotion, and motivation. Students will be familiarized with the results of the most recent research addressing important issues in psychology. Moreover, they will learn how psychological knowledge can help teachers in their daily work, and what role it plays in the processes of teaching and learning.</p> <p>Content: The concept of psychology; its historical roots and influences The circumstances and characteristics of the birth of the main approaches to psychology, and their conceptualisations of human behaviour Universal aspects of human cognitive functions and their role in teaching and learning. General characteristics of sensation and perception; basic characteristics of attention, memory, imagination, and reasoning; general psychological understanding of learning, intelligence and creativity, and their role in teaching and learning The general characteristics of energizing and directing factors influencing cognition; the role of emotions, will, and motivation in the work of teachers and students.</p> <p>Developed competencies: Students will be able</p> <ul style="list-style-type: none"> - To use basic psychological knowledge in the process of teaching and learning - To extend their theoretical knowledge to deal with practical matters - To evaluate teaching processes and student performance - To support, organise, and direct learning - To professionally cooperate in the field of career identity 	
Bibliography:	
<ul style="list-style-type: none"> • Hewstone, M., Fincham, F. D, Foster, J. (2005): Psychology. Blackwell Publishing, Oxford. • Susan Nolen-Hoeksema, Barbara L. Fredrickson, Geoff R. Loftus (2009). Atkinson & Hilgard's Introduction to Psychology (15th ed.), Wadsworth, United Kingdom • Csaba Pleh (2008). Hungarian contributions to modern psychology. In: Pleh Cs.: History and theories of the mind, Akademiai, Budapest, pp. 151-168. 	
Lecturer: Dr. Magdolna Varga Estefan PhD., college professor	

Other contributors: **Dr. Tünde Anna Taskó PhD.,** associate-professor, **Dr. Kristóf Kovács, PhD.,**

Course title: ICT FOUNDATIONS OF THE PEDAGOGICAL PROFESSION	Code: NMP_MI003G2	Credits: 2
Type (lecture/seminar/practice/consultation) and number of contact hours: 2		
Evaluation method (end-term exam mark/ term mark / other): seminar mark/practice		
Suggested semester: fall semester/spring semester		
Frequency of availability:		
Language: English		
Prerequisites (if any): -		
Description		
Objective		
<p>Upon completion of the course students should possess instruction and information technology literacy with special attention to the methodological foundations of the application of instruction and info-communical systems and the services available at the worldwide web. In connection with the given professional discipline students should be capable of searching and retrieving information in an efficient manner, along with effectively partaking in multiple network-based communication schemes. Students will also be able to process data and information electronically, in addition to creating, modifying, and disseminating digital content. Furthermore, students should master the criteria for the creation, design, and evaluation of educational materials and electronic texts as well.</p>		
Course Content		
<p>The text titled The ICT Foundations of the Pedagogical Profession consists of 4 main modules. After the Introduction describing the course requirements and the learner work forms Module I focuses on the instruction technology and information and communication technology-based correlations of electronic media. Module II deals with the conceptual system of electronic learning, the process of designing e-learning texts, and questions related to the media genre along with the e-Learning standards. Module III titled Digital contents in offline and online environments provides information of the handling of digital contents, on creative media technologies and the online pedagogical knowledge bases. Module IV discusses the concept of electronic learning environment, the tools and methods of in-class computer use along with innovative ICT solutions (interactive board, CMPC, tablet machine, smart phone).</p>		
Topics of the course:		
<ol style="list-style-type: none"> 1. Introduction: course requirements, learning work 2. Traditional and new media systems, relevant methodological questions of use 3. Instruction technology of ICT devices. 4. The evaluation and qualification of multimedia-based electronic educational materials and devices. 5. Illustrations, demonstrations of educational materials. The electronic publication. 6. The conceptual system of of e-Learning methodology. The online community media. 7. The process of designing e-Learning texts and the questions of the media genre. e-Learning standards, standardized e-Learning texts. 8. Processing digital contents, creative media technologies. 9. Online pedagogical knowledge bases. (Searching and retrieval of information on the Internet. Digitalized pedagogical information sources, 10. Practical issues of the preparation of ICT materials (software: Lynx, WordWall, Smart Notebook, class management systems, digital tables, CMPC, iBook 11. Devices and methods of in-class computer use (interactive table, CMPC, tablet, smart phone) 12. ICT innovations in schools, innovative projects 		

Education management:

LMS <http://neptun.ektf.hu>, <http://elearning.ektf.hu>

Assessment:

- **method of assessment:** passing a test focusing on the acquired theoretical background (51%)
- **mid-term requirement:**
 - Preparing media productions, and lesson plan,
 - Efficient usage of selected web 2.0 tools
 - An essay about the evaluation of multimedia-based instructional material
- **oral exam topics (if any): -**

Compulsory reading:

1. ANTAL P., FORGÓ S. (2014): ICT Foundations of the Pedagogical Profession
http://p2014-26.palyazat.ektf.hu/public/uploads/17-a-pedagogusmesterseg-ikt-alapjai-eng_55e9c7da2612a.pdf
2. Forgó Sándor: [New Media, New Media literacy, new methods in education](#), In: Szerk.: Daniel TH Tan, Szerk.: Linda ML Fang 2013 IEEE 63rd Annual Conference International Council for Educational Media (ICEM). Singapore: Nanyang Technological University, 2013. pp. 104-112.

Optional reading:

1. BAILEY, RICHARD: PR and new media.
 - a. URL: <http://prbooks.pbwiki.com/PR-and-new-media>
2. BONK, C. J., GRAHAM, C.R. (2006): The handbook of blended learning: Global perspectives, local designs San Francisco: Pfeiffer
3. MCFARLANE, Angela: Educational use of ICT. OECD/CERI ICT Project Area. Paris, OECD, 1999
4. Europaean ODL Liaison Committee (2004) Distance learning and elearning in European policy and practice: The vision and the reality <http://www.odl-liaison.org/>
5. Guidelines for learning in a mobile environment:
<http://www.mobilearn.org/download/results/guidelines.pdf>

Person in charge of program: Sándor Forgó PhD

Person in charge of the course: Péter Antal, PhD

Instructor: Csaba Komló, Dr. Péter Antal,

Instructor's office hours: Monday Building A/328

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Online communication method: <http://elearning.ektf.hu>

Course unit: Education and Society (NOP_NV003K2)	Credit points: 2
The type and number of lessons: lecture, 30 lessons	
The method of assessment: exam	
Course in the curriculum (which semester is the course taught in): 3th semester	
Entry requirements (if any): Schools in Space and Time (NOP_NV002K2)	
Course description: Information outlining the course requirements in a concise yet descriptive manner.	
<p>Aim: Aim of the course is to present the societal significance of the education and its Embedment into the Societal System. Specific goal is to arouse students' interest towards their prospective work and to increase their sensitivity to schooling issues in social context.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Introduction • Functions of Education • Educational Systems and Educational Expansion • Teacher roles and their changes • Family and school (functions, choosing a school, strategies of accumulation of cultural capital) • Social mobility and Education • Educational inequalities and equity in education • Selective and comprehensive school systems • Enculturation and socialization • Multicultural and intercultural education • Multicultural school • Summary <p>Competencies:</p> <ul style="list-style-type: none"> • Development of student personality, pursuing individual treatment • Helping and developing student groups and communities <p>Knowledge:</p> <ul style="list-style-type: none"> • Gains knowledge about the dimensions of teacher roles and the characteristics of different groups of pupils • Gains knowledge of the functions of the Formal Educational System • Knows the social and economic functions and the changes of the Educational Systems, the relationships between sociocultural backgrounds and educational successfulness and the paradigm of intercultural education • Gains pedagogical and sociological knowledge of socialization, enculturation and multiculturalism • Gains knowledge of the underprivileged pupils <p>Skills:</p> <ul style="list-style-type: none"> • Is able to interpret and, for the good of students, use sociocultural phenomena that influence students' chances, and their lives at school and outside of it as well <p>Attitudes/Points of view:</p>	

- Is open to educate pupils for democratic thinking and behavior
- Is characterized by sensitivity in social issues and committed to basic democratic values

Required Reading:

- Banks, James A. (1993): *Education: Historical Development, Dimensions, and Practice*. Review of Research in Education, Vol. 19, pp. 3-49.
- Cragun, Ryan T. - Cragun, Deborah - Konieczny, Piotr (2010): *Introduction to Sociology*. http://en.wikibooks.org/wiki/Introduction_to_Sociology
- European Group of Research on Equity of the Educational Systems (EGREES) (2005): *Equity of the European Educational Systems. A Set of Indicators*. European Educational Research Journal, 4(2), 1-151. www.okm.gov.hu/download.php?docID=296
- Moore, Rob (2004): *Education and Society: Issues and Explanations in the Sociology of Education*. Oxford: Polity Press. ISBN 10: 0745617085

Recommended Reading:

- Andorka, Rudolf (1997): *Bevezetés a szociológiába*. Budapest: Osiris. 377-401. ISBN: 9633894026
- Lauder – Brown - Stuart Wells - Halsey (Eds.)(1997): *Education: Culture, Economy and Society*. Oxford: Oxford University Press. ISBN 10: 0198781873
- Nahalka, István (2003): Az oktatás társadalmi meghatározottsága. In: Falus Iván (szerk.): *Didaktika. Elméleti alapok a tanítás tanuláshoz*. Budapest: Nemzeti Tankönyvkiadó. 38-56. ISBN: 978 963 19 5296 4

Lecturer responsible for the course (*name, title, academic degree*): **Dr. Mogyorósi, Zsolt PhD., college associate professor**

Other lecturers involved if any (*name, title, academic degree*): **Dr. Mogyorósi, Zsolt PhD., college associate professor**

Course unit: Psychology of Recognition and Individual Treatment of Students	Credits: 2
Course type: Seminar, 2 hours per week in the given semester.	
Assessment: End-of-course evaluation	
Semester : Semester 4	
Entry requirements (if any): Students must have successfully completed the following units - <i>The Concept of Childhood in Psychology, Personality and Development, Psychology of Activities in the Teaching Profession</i>	
Course description:	
<p>The aim of the course is to enable prospective teachers to recognize students with special educational needs and, in turn, to treat them as individuals and educate them effectively.</p> <p>Contents:</p> <ul style="list-style-type: none"> Differences between students. Symptoms of difference. Factors influencing learning and achievement. Characteristics of students with disadvantaged social backgrounds. Different levels of learning problems. Characteristics of learning disorders and possibilities for educational assistance. Integration and inclusion. Characteristics of segregation vs. integration. Characteristics of disabled students. Gifted students. Behavioural and socialization disorders and possibilities for treatment. The bioecological model of human development and its implications for understanding students. Fields and methods of recognizing students. Writing pedagogical case studies and its role in the development of pupils. Stages of institutional help: the activities of educational counselling institutions and institutions providing professional educational services. <p>Developed competencies</p> <p>Students will acquire basic knowledge in connection with</p> <ul style="list-style-type: none"> - students with special educational needs (SEN). - methods for understanding students, how to arrange such information in case studies, and the know-how of planning educational interventions. - differential education, adaptive learning environments, and educational strategies. - <p>The course will contribute to students becoming able to:</p> <ul style="list-style-type: none"> - recognize students with special educational needs, treat them individually and educate them effectively. - establish an open and tolerant climate that promotes fairness and respect. - use appropriate methods to understand individual students and to prepare case studies as a result . - use a variety of instructional strategies and resources to respond to students' diverse needs. <p>With the help of the course, students are expected to</p>	

- respect the personality of students, be able to value students' backgrounds and interests, and form a positive attitude towards every student.
- be sensitive to the individual problems of students and establish the conditions necessary for development
- be able to cooperate with students in order to improve the effectiveness of the teaching and learning process
- recognise that in order to create an appropriate learning environment, it is important to pay respect to the special needs, ideas and initiatives of students.
try to use appropriate instructional strategies and methods in order to promote activity, interactivity and differentiation.

Bibliography

- Birkett, Veronica: How to Support and Teach Children with Special Educational Needs. LDA. ISBN: 9781855033825
- Bronfenbrenner, Urie (1977): Toward an Experimental Ecology of Human Development. American Psychologist, 1977. July, 513-531.
<http://cac.dept.uncg.edu/hdf/facultystaff/Tudge/Bronfenbrenner%201977.pdf>
- Hewstone, M., Fincham, F. D, Foster, J. (2005): Psychology. Blackwell Publishing, Oxford.

Lecturer: **Dr. Maria David, PhD., college professor**

Contributors: **Dr. Katalin Héjja-Nagy, PhD., associate professor ; Dr. Tünde Anna Taskó PhD., associate professor**

Course unit: Psychological Case-discussion Seminar - Comprehensive School Practice	Credits : 2
Course type, number of lessons: 30 contact hours in the given semester	
Assessment: End-of-course evaluation	
Course in the curriculum: Semesters 9 and 10	
Entry requirements(if any): Students must have successfully completed the following units - <i>The Concept of Childhood in Psychology, Personality and Development, Psychology of Activities in the Teaching Profession</i>	
Course description:	
<p>Aims:</p> <ol style="list-style-type: none"> 1. To develop students' personal attitude in connection with individual behaviour. 2. To provide an introduction to the maturation and crises of personality, involving students' theoretical knowledge and personal experience, and the causal background of individual treatments. Participants will be enabled to help their own students guide their personal lives by utilising interactive activities. 3. To help participants create and develop student groups and communities. 4. To help participants to understand the requirements of effective community work and to create a motivating atmosphere in which every student takes responsibility for themselves and for others, and to take part in making decision and community work. 5. To assist students in planning the educational process. 6. To discuss the problems that emerge during school practice as well as the importance of flexibility and cooperation between teachers and students during planning. Supporting motivation, preparing for social problems. 7. To support learning in connection with organizing and directing. 8. To support self-regulated learning through practical problems. Evaluating students and the educational process. 9. To enhance students' commitment to the teacher's profession. 10. To improve communication, professional cooperation and professional identity. 11. To discuss and evaluate students' experience of teaching practice, to work out individual solutions in the areas of autonomy and taking responsibility. 12. To discuss and reveal ethical issues and professional cooperation. <p>Competencies:</p> <ul style="list-style-type: none"> • Reflecting on teaching practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Balancing professional responsibilities and maintaining motivation. • Communicating with students, families and others about student progress. 	

Bibliography

- J. D. Bransford, A. L. Brown, R. R. Cocking (ed.) (1999): *How people learn. Brain, mind, experience and school*. National Academy Press, Washington, D. C.
- C. Danielson, T. L. McGreal (2000): *Teacher evaluation to enhance professional practice*. ISBN-10: 0-87120-380-4
- U. Goswami(2008): *Cognitive Development - The learning Brain*. Psychology Press.

Lecturer: **Dr. Zsuzsanna Hanák PhD., college professor**

Contributors: **Dr. Tünde Anna Taskó PhD., associate professor, Dr. Katalin Héjja-Nagy, associate professor, PhD, Dr. Maria David, PhD., college professor**