Moduls of Faculty of Pedagogy for international students

I.+ one of the blocks in II.

**Autumn semester**

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<tr>
<th>Code</th>
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# Spring semester

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### Compulsory courses with responsible lecturers

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<td>Dr. Magdolna Varga Estefan</td>
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<td>Personality and Development</td>
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<td>Dr. Andrea Hatvani</td>
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<tr>
<td>Psychology of Recognition and Individual Treatment of Pupils</td>
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<td>Dr. Maria David</td>
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<tr>
<td>Psychology of Self-Regulated Learning</td>
<td>2/30</td>
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<td>Development of Personality and Skills Required in the Teaching Profession</td>
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<td>Psychological case-discussions—Comprehensive School Practice</td>
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### Elective courses

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### I.2. Curricular programs, course descriptions

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**Course description:**

**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.

**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.

**Developed competencies:**
Students will be able
- 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:**

**Lecturer:** Dr. Magdolna Varga Estefan PhD., college professor

**Other contributors:** Dr. Tünde Anna Taskó PhD., associate-professor, Dr. Kristóf Kovács, PhD.,
<table>
<thead>
<tr>
<th>Course unit: <strong>Personality and development</strong></th>
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**Course description**

**Aims:**
The aim of the course is to provide the theoretical and practical background to cognitive and personality development in order to help students improve their teaching and learning processes and to become more effective teachers. It is imperative for students to obtain the appropriate knowledge concerning personality and the various factors determining or influencing its development. Students will gain first-hand experience of the development and improvement of cognitive abilities and skills in order to be able to improve their students’ personality and to treat them as individuals.

**Content:**
1. Introduction.
2. The role of personality psychology and developmental psychology in the system of psychological sciences.
3. The definition of personality and the factors determining its development.
5. Modern personality theories.
6. Theory of personality traits influencing pedagogical activities.
7. The main aspects of personality development.
8. Personality development and its psychological characteristics between the age of 7 and 10. (Developmental features of cognitive functions and their connection with learning, emotional development, and social development.)
9. Personality development and its psychological characteristics in adolescence. (Developmental features of cognitive functions in connection with learning, emotional development, and social development.)
10. Personality development and its psychological characteristics in young adults and adults. (Developmental features of cognitive functions in connection with learning, emotional development, social development.)
11. The role of environmental influences on children’s development, especially the influence of ICT (Infocommunication Technology) on child development.
12. Summary: integration of personality and developmental psychology, a discussion of coherences.
Developed competencies:

On successful completion of the course students will be able to
- Draw on and value students’ backgrounds, interests, and developmental learning needs.
- Reflect on teaching practice and plan professional development.
- Establish professional goals and pursue opportunities to grow professionally.
- Respect their students’ personality.
- Develop students’ personality characteristics.
- Improve students’ cognitive development.

Bibliography:


Lecturer: Dr. Andrea Hatvani PhD., associate professor

Other contributors: Dr. Katalin Héjja-Nagy, Dr. Tünde Anna Taskó
Course unit: **Psychology of Activities in the Teaching Profession**  
Credits: 2

Course type and number of lessons: **Seminar, 2 hours per week in the given semester.**

**Assessment:** end-of-course evaluation

**Semester:** Semester 3

**Entry requirements:** Students must have successfully completed the following units- *The Concept of Childhood in Psychology, Personality and Development*

**Course description:**

**The aim of the course** is to study psychological, and in particular psychosocial aspects of teachers’ activities. The course provides an overview of the most important fields and studies of social psychology relevant to the teaching profession. Students will study the psychosocial phenomena that play an important role in the teaching-learning process.

**Content of the course:**

- Introduction. The concept and subject of social psychology and educational psychology. Main issues and trends in educational psychology.
- The concept of socialization. Main roles and characteristics of socialization in the family and organizational socialization. Socialization disorders.
- Stereotype, attitude, and prejudice, and their role in the life of the school community.
- Social perception and its theories. The Pygmalion effect: the effect of teachers’ expectations on pupils’ achievement.
- The group as a social psychological phenomenon: characteristics of groups in schools.
- Characteristics of communication, meta-communication, persuasive communication, special characteristics of classroom communication.
- Motivation of school learning.
- Different aspects of the teacher’s role. Psychological problems of teachers, issues of mental health in the teacher’s profession.
- Psychosocial aspects of the school as an organization.

**Developed competencies**

Students will acquire a basic knowledge of social interactions and psychological aspects of societal processes. They will learn about the characteristics of groups and communities, and become familiar with methods for the development of school communities. The course will contribute to students becoming able to:

- establish an open and tolerant climate
- establish educational situations that promote the development and healthy functioning of school communities
- look at conflicts as natural aspects of social interactions and use appropriate methods to solve conflict situations.

It is hoped that this course will assist students in acquiring a commitment to basic democratic values, inclusion, and equal opportunities.

**Bibliography:**

Lecturer: Dr. Zsuzsanna Hanák PhD., college professor

Contributors: Dr. Katalin Héjja-Nagy, PhD., associate professor, Dr. Tünde Anna Taskó PhD., 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:
- The Concept of Childhood in Psychology, Personality and Development
- Psychology of Activities in the Teaching Profession

Course description:

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.

Contents:
- 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.

Developed competencies

Students will acquire basic knowledge in connection with
- 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.

The course will contribute to students becoming able to:
- 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.

With the help of the course, students are expected to
- 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**


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

**Contributors:** Dr. Katalin Héija-Nagy, PhD., associate professor; Dr. Tünde Anna Taskó PhD., associate professor
Course unit: **Psychology of Self-Regulated Learning**

| 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 sucessfully completed the following units** - *The Concept of Childhood in Psychology, Personality and Development, Psychology of Activities in the Teaching Profession*

**Course description:**

**The aim of the course** is to help students to acquire a basic knowledge of self-regulated learning and the different factors that contribute to becoming a self-regulated learner.

**Content of the course:**

1. The importance of teaching how to learn: international monitoring studies, life-long learning, information explosion, changing learning environments.
2. General issues of improving learning.
3. The concept of direct and indirect improvement of learning, and the most important necessary activities, considering age differences.
5. The personal factors of learning, such as motivation, self-control, and self-regulation.
7. The role of attention, memory, understanding, and problem-solving in learning. The concept of metacognition and its application in the improvement of learning.
10. Improving basic and complex learning techniques.
11. The concept of learning style, types of learning styles and their importance in the teaching and learning process.
12. Counseling for the improvement of learning.

**Developed competencies:**

- Connecting students’ prior knowledge, life experience, and interests with learning goals.
- Promoting self-directed reflective learning for all students.
- Engaging students in problem solving, critical thinking, and other activities that make the subject matter meaningful.
- Planning and implementing classroom procedures and routines that support student learning.
- Designing short-term and long-term plans to foster student learning.

**Bibliography**


**Lecturer:** Dr. Tünde Anna Taskó PhD., associate professor

**Contributors:** Dr. Maria David, PhD., college professor
<table>
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**Course description:**

**Aims:**
The aim of the course is to develop the personality of the students, with particular emphasis on the social skills important for co-operating with other people. The aim is to develop the empathic, communicational and conflict-solving skills of students, and to help them to effectively cope with problems and conflicts emerging in the course of their future work. Exercises will prepare students to teacher roles and educational situations.

**Contents:**
- Framing, exercises in connection with group-formation
- Enhancing group cohesion
- Developing co-operation within the group
- Theoretical bases of self-knowledge and self-development
- Exercises clarifying sets of values
- Developing communication skills by focusing on one’s own communicational characteristics
- Development of assertive communication, teacher-student interactions
- Special conflict situations that teachers are involved in, development of conflict-solving skills
- Exercises developing the basic skills of teachers (empathy, altruism, prosocial behaviour, tolerance, frustration tolerance, endeavour, openness, decision skills, flexibility, responsibility etc.)
- Exercises enhancing social effectiveness
- Career development, career socialization, career correction
- Issues of life-long learning
- Closing of the group-work

**Developed competencies:**

Students will acquire basic knowledge in connection with
- Psychological theories regarding teachers’ roles and expectations of teachers
- Characteristics of classroom communication

The course will contribute to students becoming able to:
- establish a close, trustful and respectful relationship with students
- use appropriate communicational strategies
- communicate with students in an open, honest and assertive way
- develop their own social and communication skills and self-knowledge

With the help of the course, students are expected to
- cooperate in educational situations
- communicate in an assertive, helpful way
- try to develop their self-knowledge and personality and maintain their mental health.
Bibliography


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**
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 sucessfully completed the following units - The Concept of Childhood in Psychology, Personality and Development, Psychology of Activities in the Teaching Profession**

**Course description:**

**Aims:**

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.

**Competencies:**

- 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


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
# Aggression in School NOP_PS011K5

**Course unit:** Aggression in School NOP_PS011K5  
**Credits:** 5

**Course type, contact hours:** Seminar, 4 hours per week in the given semester

**Assessment:** End-of-course evaluation

**Course in the curriculum:** Semester 8

**Entry requirements (if any):** Students must have successfully completed the following units - *The Concept of Childhood in Psychology, Personality and Development, Psychology of Activities in the Teaching Profession*

## Course description:

### Aims

School aggression is an increasingly common phenomena in schools of the 21st Century. It is important to investigate the problem utilising scientific methods, and with international cooperation.

The aims of the course are:
- to create a collaborative research group to explore the characteristics of school aggression.
- to examine connections between the school climate and school aggression.
- to explore helpful strategies in reducing school aggression.
- to build up an international research network,
- to study the theoretical approach and research the practice.

### Course content:

- Safety teaching and learning
- Interpersonal relations of school
- Institutional environment of school
- Leadership and relationship of the staff
- Definitions of aggression Phenomena of school aggression
- Types of bullying
- Aggressors and victims
- How to reduce school aggression
- Prevention of school aggression
- Conflict management in school
- How to research school aggression
- Main important research results
- Good practice

### Developed competencies

Students will acquire basic knowledge regarding school aggression. They will learn about the characteristics of school aggression, become familiar with methods for the prevention and handling of aggression in schools.

The course will contribute to students becoming able to:
- establish an open and tolerant climate
- to notice bullying actions in school
- look at conflicts as natural aspects of social interactions and use appropriate methods to solve conflict situations.

With the help of the course, students are encouraged to develop a commitment to basic democratic values.

Bibliography

  http://www.nasponline.org/resources/bullying/Bullying_Info_Educators.pdf
  http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3113534/

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

Contributors: Dr. Tünde Anna Taskó PhD., associate professor, Dr. Katalin Héjja-Nagy, associate professor
PEDAGÓGIA TÁRGYAK

<table>
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<td>The method of assessment: written or oral exam</td>
<td></td>
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<tr>
<td>Course in the curriculum: 2th semester</td>
<td></td>
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<tr>
<td>Entry requirements: Introduction to Psychological Thinking</td>
<td></td>
</tr>
</tbody>
</table>

Course description:

Goal: Getting acquainted with the theoretical basics of educational science and its related disciplines, and laying scientific foundations for understanding human and child nature. Students get to know child-roles, the changes in the content of education and teaching, and the characteristics of alternative pedagogical thinking and education.

Lecture topics:
1. Introduction
2. Introduction to the theory of Pedagogy
3. The beginnings of education
4. Institutional education
5. Pedagogical thinking
6. Children – how they are seen, and their roles
7. Content changes in education and teaching
8. Reform Pedagogy
9. School models
10. Alternatives in education
11. School cases
12. Summary

Competences:
- development of student personality, pursuing individual treatment
- helping and developing student groups and communities
- autonomy and responsibility

Knowledge:
- theoretical basics of educational science and its related disciplines
- scientific understanding of child nature
- pedagogical knowledge on personality development and child education
- knowledge on social and intergroup procedures, basics on the working of democracy and enculturation

Skills:
- the student is able to analyze the pedagogical practice experienced
- is able to have a realistic view of students’ world
- helps group members to develop commitment towards the community, to learn how to have a responsible and active role in a democratic society, to accept local, national and universal values
- is able to interpret and, for the good of students, use social-cultural phenomena that influence students’ chances, and their lives at school and outside of it as well.

**Attitudes/Points of view:**
- committed to basic democratic values, and is characterized by social sensitivity and helpfulness
- committed to national values and identity
- is open to democratic thinking, behavior and education
- is consciously pursuing to accept the diversity of values in the world of the school, is open to acquire varied methods of personality development

List the 3-5 most important required or recommended reading materials

**Required Reading:**


**Recommended Reading:**

**Lecturer responsible** for the course: Dr. Virág, Irén, PhD, college associate professor

**Other lecturers involved** if any: Fekete, Ilona Dóra, assistant lecturer
<table>
<thead>
<tr>
<th>Course unit: Teaching Profession (NOP_NV006G2)</th>
<th>Credit points: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The type (lecture/seminar/fieldwork/consultation hours) and number of lessons: <strong>Seminar, 30 lessons</strong> in the given semester,</td>
<td></td>
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<tr>
<td>if the subject is not taught in English, the language of teaching: Hungarian</td>
<td></td>
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<td>The method of assessment (exam/end of course mark/other assessment.): <strong>End of course mark</strong></td>
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<tr>
<td>Course in the curriculum (which semester is the course taught in): <strong>5th semester</strong></td>
<td></td>
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<tr>
<td>Entry requirements(if any): <strong>Teaching and Learning (NOP_NV004G2)</strong></td>
<td></td>
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<tr>
<td>Course description: Information outlining the course requirements in a concise yet descriptive manner.</td>
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</tbody>
</table>

**Aim:** For students to learn about interpretations of the teaching profession and to identify key competencies necessary for successful fulfillment of it. To gain understanding of skills teachers need and to be able to self-reflect in the context of these.

**Curriculum:**
1. Introduction
2. Beliefs on teaching as a profession
3. The process of becoming a teacher
4. Interpretations of teaching as a profession
5. Skills/Competencies of a teacher
6. Communicating as a teacher
7. Classroom interactions
8. Pedagogical situations, pedagogical conflicts
9. Pedagogical case-study workshop
10. Reflectivity in the work of a teacher
11. Pedagogical skills
12. Summary

**Competencies:**
- Students’ personality development; implementation of individual treatment
- Support for and development of students’ groups and communities
- Communication, professional cooperation, career identity
- Autonomy and taking responsibility

**Awareness:**
- Gains awareness of the key methodologies of identifying social situation of individuals and communities and the methods to form and improve a community
- Gains awareness of special attributes of classroom-communication
- Gains awareness of the theories of teachers’ role and the expectations about this role
- Gains knowledge of the relevance of reflective thinking in professional development, the possibilities of attending professional trainings and the theoretical aspects and practical methods of sustaining psychological wellbeing
- Gains awareness of the concept of ‘pedagogical beliefs’ and typical opinions about the profession of teachers
- Gains awareness of teachers’ skills/competencies

**Abilities:**
- Able to analyze experience gained from practice in the everyday reality of school life
- Able to develop a realistic perception of the ‘world of students’
- Able to enhance an open and tolerant atmosphere in the school and in the classroom
- Able to establish a relationship with students that is built on mutual respect and trust and is able to form and gain acceptance for different ways and concepts of cooperation
- Able to communicate in a professional, articulate, open and honest manner with students, parents, in-school and out-of-school colleagues
- Able to interpret, analyze and assess his or her own professional experience and views in a reflective way
- Able to raise and analyze general and specific questions about the teaching profession and is able to stand and argue for these professional views

**Attitudes/Views:**
- Is motivated to articulate well-established pedagogical views
- Is characterized by sensitivity in social issues and general supportive attitude
- Open to learn about and respect the opinion and the values of others
- Is motivated to gain ever-growing knowledge of the world of young people, respects their diversity and their rights
- Cooperates continuously with parents
- Is able to cooperate in educational situations, capable of reciprocity, assertiveness and supportive communication
- Willing to reach out for and accept professional support in order to better explore problems and conflict-situations

Is cooperative and responsible in his/her profession

**List the 3-5 most important required or recommended reading materials (notes, textbook), with bibliographic information (author, title, publishing data (or pages), ISBN)**

**Required Reading:**


**Recommended Reading:**
<table>
<thead>
<tr>
<th>Lecturer responsible for the course (name, title, academic degree):</th>
<th>Dr. Virág, Irén, PhD, college associate professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other lecturers involved if any (name, title, academic degree):</td>
<td>Dr. Győri, János PhD., univ. associate professor</td>
</tr>
</tbody>
</table>
Course unit: School Organization – Successful School

The type and number of lessons: seminar, 30 lessons

The method of assessment: end-term exam, presentation

Course in the curriculum: 4th semester

Entry requirements: Education and Society (NOP_NV003K2)

Course description:

**Goal:** The seminar is designed to introduce students to the general world of school, as an institution. It shows the system of education, its legislative framework, the mechanism of its functioning, the different organizational cultures and management practices, the forms of school development, the criteria of successful schools and good practices.

**Topics:**
1. Introduction
2. The structure of educational system
3. Content regulation
4. The school, as an organization
5. Organizational culture and management practices
6. School development and the successful school
7. The international models of school development
8. International examinations and the effectiveness of education
9. Factors of the successful school
10. The Hungarian models of school development — good practices
11. The future of the school — the possible ways of organizational transformation
12. Summary

**Competences:**
- helping and developing student groups and communities
- planning of pedagogical processes
- evaluating pedagogical processes and students

**Knowledge:**
- knows the main characteristics of the social expectations from the school
- knows the functions and peculiarities of the school as an organization
- has knowledge on the working of the educational system
- is acquainted with the characteristics of the student groups
- knows the sources of the information needed for planning
- is familiar with the tools and unique methods apt for the measuring and evaluating of competences needed to develop
- knows the basic evaluation principles, contexts

**Skills:**
- is able to help in creating an open and tolerant atmosphere in the school and the classroom
- is able to be an active and cooperative member of the community
- during the planning, he is able to take an organizational approach
- is able to flexibly form, plan and organize the educational-teaching process
**Attitudes/Points of view:**
- committed to national values and identity
- committed to evaluation that supports learning
- strives to evoke and maintain the creative and cognitive desires and self-educational demand of the students
- sees the educator’s role in the developmental process in a realistic way

List the 3-5 most important required or recommended reading materials

**Required Reading:**

  http://www.researchgate.net/profile/Cynthia_Uline/publication/238429985_School_Effectiveness_The_Underlying_Dimensions/links/0c960535172ee7a112000000.pdf

  http://www.academia.edu/5092968/School_climate_survey_a_case_study

**Recommended Reading:**
  http://ac.els-cdn.com/S1877042813034290/1-s2.0-S1877042813034290-main.pdf?_tid=adcc4a04-0b86-11e5-a725-00000aacb361&acdnat=1433511057_9557eab402b7925b412fc33869938f6b.

**Lecturer responsible** for the course: **Dr. Mogyorósi, Zsolt, PhD, college associate professor**

**Other lecturers involved if any:** **Dr. Mogyorósi, Zsolt, PhD, college associate professor, Fekete, Ilona Dóra, assistant lecturer**
### Course unit: Teaching and Learning (NOP_NV004G2)

| Credit points: 2 |

| The type and number of lessons: **seminar, 30 lessons** |

| The method of assessment: **end of course mark** |

| Course in the curriculum (which semester is the course taught in): **3rd 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. |

**Aim:** Information giving in order to present the structural components of the teaching process in both micro and macro levels, and the diversity of the teaching methods. Important to present the characteristics of pedagogic organizational methods and the frames of teaching. Also important task to discuss the main issues of the pedagogical evaluation and assessment. One of our main goal is to learn the features of the differentiated instruction which based on students’ individual learning skills. Tasks and practices applied during the whole course help students to be able to fulfil the requirements of being an active and an effective prospective teacher. Another important goal is to underline the significance of the didactic traditions, spaces and styles of schools in teaching and learning paradigm.

**Topics:**
- Introduction
- Relations among education, instruction, skill development, teaching and learning
- Student centered learning environment
- Presentational teaching strategy
- Optimization teaching strategies
- Cooperation based teaching strategies
- Planning of teaching and learning process
- Pedagogic organizational methods and the frames of teaching
- The process of the pedagogical evaluation and assessment
- Forms, levels and devices of pedagogical assessment
- Differentiated instruction, adaptivity in education
- Summary

**Competencies:**
- Planning the pedagogical process
- Supporting, organizing and managing learning
- Evaluating pedagogical processes and students

**Knowledge:**
- Knows the determining documents of pedagogical activities
- Knows the characteristics of the student centered learning environment
- Knows the scenes of teaching and learning
- Knows the differentiated pedagogy and the adaptive management of learning
- Knows the process, functions, forms and methods of pedagogical assessment
Skills:
- Is able to apply systemic approach in planning
- Is able to plan his/her pedagogical activities
- Is able to define the appropriate teaching strategies related to the pedagogical goals, and is capable of choosing right management of learning
- Is able to organize supportive and effective learning environment
- Is able to determine the forms and methods of evaluation according to the aims and levels of the pedagogical assessment
- Is capable of understanding and analyzing the nationwide, regional and local results of educational evaluation

Attitudes/Points of view:
- Considers the importance of accurate preparation, planning and flexible implementation
- Cooperates with colleagues in planning process
- Seeks to realize cooperation with pupils in order to enhance the effectiveness of the learning process
- Considers the importance of the pupils’ special needs
- Tries for the coordination of the pupils’ different school activities
- He has realistic view of teachers role in pedagogical assessment

List the 3-5 most important required or recommended reading materials (notes, textbook), with bibliographic information (author, title, publishing data (or pages), ISBN)

Required Reading:

Recommended Reading:

Lecturer responsible for the course (name, title, academic degree.): Dr. Gaál, Gabriella PhD., college associate professor

Other lecturers involved if any (name, title, academic degree): Dr. Mogyorósi, Zsolt PhD., college associate professor
<table>
<thead>
<tr>
<th>Course unit: Education and Society (NOP_NV003K2)</th>
<th>Credit points: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The type and number of lessons: <strong>lecture, 30 lessons</strong></td>
<td></td>
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<tr>
<td>The method of assessment: <strong>exam</strong></td>
<td></td>
</tr>
<tr>
<td>Course in the curriculum (which semester is the course taught in): <strong>3th semester</strong></td>
<td></td>
</tr>
<tr>
<td>Entry requirements (if any): <strong>Schools in Space and Time</strong> (NOP_NV002K2)</td>
<td></td>
</tr>
</tbody>
</table>

**Course description**: Information outlining the course requirements in a concise yet descriptive manner.

**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.

**Topics**:
- 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

**Competencies**:
- Development of student personality, pursuing individual treatment
- Helping and developing student groups and communities

**Knowledge**:
- 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

**Skills**:
- 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

**Attitudes/Points of view:**
- 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:

### Recommended Reading:

**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:** Teacher’s Roles and Educational Tasks (NOP_NV007G2)  
**Credit points:** 2  

<table>
<thead>
<tr>
<th>The type (lecture/seminar/fieldwork/consultation hours) and number of lessons: <strong>Seminar, 30 lessons</strong> in the given semester, if the subject is not taught in English, the language of teaching: Hungarian</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The method of assessment (exam/end of course mark/other assessment.): <strong>End of course mark</strong></td>
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<tr>
<td>Course in the curriculum (which semester is the course taught in): 6th semester</td>
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</tbody>
</table>

**Entry requirements (if any): Teaching Profession (NOP_NV006G2)**

**Course description:** Information outlining the course requirements in a concise yet descriptive manner.

**Aim:** Participants of the course shall get introduced to different aspects of a teacher’s activity, to gain a picture of the professional challenges of different tasks in education and shall get acquainted to different ways of reflecting on challenges.

**Curriculum:**
1. Introduction
2. New teaching-challenges – the roles of teachers in the 21st century
3. Teachers in research – research methodologies in pedagogy
4. The system of tasks and activities of a homeroom-teacher
5. The roles of a teacher in increasing the educational opportunities of students from underprivileged communities
6. The support of talented students, gifted-education
7. Career-guidance
8. Supporting the student self-government, enhancing the self-organization of students; the teacher as a facilitator
9. Teaching environmental-consciousness
10. Pedagogical tasks outside the classroom
11. External networking, personal-development, self-improvement
12. Summary

**Competencies:**
- Personality development of students, implementation of individual treatment
- Enhancement and development of student groups and communities
- Planning the pedagogical process
- Supporting, organizing and managing learning
- Communication, workplace-cooperation, professional identity
- Autonomy and taking responsibility

**Awareness:**
- Gains awareness of new challenges in education catalyzed by social and economic changes
- Learns the methodologies of pedagogy and the results of teacher-research
- Is aware of adequate methodologies to conduct special-education tasks
- Is well informed in issues about differential-pedagogy and adaptive education management
- Is aware of the importance of preparing students for life-long-learning
- Is well informed about ways of cooperating with parents, with experts helping his/her work as a teacher and with professional institutions
- Is aware of legal and ethical rules and norms of the teaching-profession
Abilities:
- Is able to identify, plan and implement the right methodologies to enhance the learning and development of students with different abilities and capabilities and to guide their careers
- Is able to identify, efficiently educate, teach and provide with differentiated treatment gifted, restrained, underprivileged and disadvantaged students as well as those who need subject-specific special treatment
- Is able to get along well in educational and subject-specific literature, and is able to analyze and interpret research and development results of these fields
- Is aware of the specialties of educational research, development and innovation and is able to use simple research methodologies

Attitudes/Views:
- Is motivated to harmonize the classroom-, out-of-classroom-, and out-of-school activities of students in order to enhance positive attitudes towards life-long-learning
- Looks at his/her own professional capabilities as a dynamic parameter, ready for continuous professional, methodological and pedagogical rejuvenation
- Open for constructive criticism targeting his/her teaching activity
- Takes on a proactive role with responsibility in forming professional cooperation

List the 3-5 most important required or recommended reading materials (notes, textbook), with bibliographic information (author, title, publishing data (or pages), ISBN)

Required Reading:
  http://tehetseg.hu/sites/default/files/18_kotet_net_color.pdf

Recommended Reading

Lecturer responsible for the course (name, title, academic degree.): Dr. Gaál, Gabriella PhD., college associate professor

Other lecturers involved if any (name, title, academic degree): Dr. Győri, János PhD., univ. associate professor
Course unit: Accompanying Seminar – Case Discussion (NOP_NV008G2)  
Credit points: 2

The type and number of lessons: seminar, 2/week

The method of assessment: end-term exam, presentation

Course in the curriculum: 10th semester

Entry requirements: Teacher’s Roles and Educational Tasks (NOP_NV007G2)

Course description:

**Goal**: The seminar intends to interpret and analyze students’ experiences and pedagogical cases gained during their practice at the schools, it supports the acquisition of the school’s, and within that, the teachers’ complex educational and teaching task system, and it also helps the students practice how to deal with pedagogical situations from everyday school life.

**Topics**:
1. Introduction
2. The principles and applied methods of supervision
3. The general problematic situations in teacher-student and student-student relationship
4. The challenges and conflicts of teaching-learning situations
5. Evaluation-related conflicts
6. Violating written and unwritten rules (norms) in the school
7. Conflicts during class breaks
8. The relationship between the school and the family
9. Problems with colleagues and the leadership
10. Analyzing and evaluating the solutions according to the list of pedagogical situation criteria collected by the students
11. Analyzing the individual teaching situations
12. Summary

**Competences**:
- communication, professional cooperation, profession identity
- development of student personality, pursuing individual treatment
- helping and developing student groups and communities

**Knowledge**:
- has knowledge on the most important exploratory methods regarding the relational situation of groups and students, as well as the pedagogical methods that enhance the establishing and developing of communities
- knows the peculiarities of classroom communication
- has knowledge on the reflective thinking in professional development, the possibilities of continuing vocational education and training, and the practical and theoretical methods of preserving mental health and well-being
- is informed in the forms of cooperation with parents, experts and institutions helping the pedagogical work

**Skills**:
- is able to analyze the pedagogical practice and the everyday reality of the school experience
- is able to have a realistic view of students’ world
- is able to help in creating an open and tolerant atmosphere in the school and the classroom
- is able to create links with the students that is based on mutual respect and trust, form cooperational principles and forms, and have them accepted
- in professional situations, is able to communicate professionally, openly and authentically with students, parents, and colleagues at the school and outside of it as well
- is able to reflectively interpret, analyze and evaluate pedagogical experiences

**Attitudes/Points of view:**
- in pedagogical situations, he is capable of cooperation, mutuality, assertiveness, helping communication
- he is open to ask and accept professional help in order to reveal and solve conflicts and problems
- cooperation and responsibility characterizes him in connection with his profession

**List the 3-5 most important required or recommended reading materials**

**Required Reading:**


**Recommended Reading:**


**Lecturer responsible** for the course: Dr. Virág, Irén, PhD, college associate professor

**Other lecturers involved** if any: Fekete, Ilona Dóra, assistant lecturer
IKT tárgyak

<table>
<thead>
<tr>
<th>Title of Course Unit:</th>
<th>ICT FOUNDATIONS OF THE PEDAGOGICAL PROFESSION Department of Communication and Instruction Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes per week:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Type:</td>
<td>practice</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Basics of Information and Communication Technology</td>
</tr>
</tbody>
</table>

Course description:

Objective
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-communicational 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.

Topics of the course text
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
   • The development of competences required for life long learning.

Content knowledge
• Familiarity with the methodological foundation of the application of the instruction and information and communication technology device system. Effective utilizing of services available on the world wide web along with offering adequate and constructive responses to the related questions.

Attitudes
• Students are capable of the informed and sophisticated use of electronic instruction and info-communication systems in their lives and during the fulfillment of professional tasks.

Skills
• The evaluation of multimedia based electronic texts. The compilation of presentable electronic educational texts from relevant sources via the use of a thematic plan and script.

Instruction methodology:
• lecture, practice, on-line project work

Instructor: Dr. Peter Antal, Csaba Komló
Language of instruction: English
Semester: 2015/16
Readings:

Reading
Recommended Readings

1. Instructional Design: Concepts, Methodologies, Tools and Applications by Information Resources Management Association [URL]

Requirements and grading:

Passing a test focusing on the acquired theoretical background
Efficient usage of selected web 2.0 tools
An essay about the evaluation of multimedia-based instructional material
Developing a multimedia-based, interactive educational material
The final grade will be calculated according to the following formula: 0-59.5 (1); 60-69.5 (2); 70-79.5 (3); 80-89.5 (4); 90-100 (5).
Title of Course Unit: Electronic Learning Environments

Classes per week: 2  Credit value: 2  Type:

Prerequisites:

Course description:

The main features of electronic learning environments - theoretical approaches and models

The objectives of this course (Electronic Learning Environments) are to give an understanding on the main characteristic of the electronic learning environments. The information and communication revolution of the past half century altered the conditions and possibilities of human communication. The radical changes, impacting the cultural landscape in such a short time pose a significant challenge both for the science and practice of education. The incorporation of reasoning over electronic learning environments into a framework composed of mind, culture, and technology present novel possibilities for theorizing and practical research on the subject. This approach facilitates the viewing of such learning environments in the process of the human cognitive evolution as well. Drawing upon both theoretical and empirical material, the course seeks to provide students with improved understanding of the different aspects of the learning environments at the beginnings of the 21st century.

The designer of the course was driven by a dual goal. On the one hand the material provides a summary of the results and related experiences of a comprehensive, broad-scope research and development effort launched several years ago. On the other hand it also functions as a systematized exploration of experiences, results, and scholarly insights gained during the investigation of the respective subject. Thus the present effort can be considered an educational text introducing students into the crucial theoretical and practical correlations of the electronic and information and communication technology supported learning process.

The content is divided into four sub-units. Part one (A system-oriented approach to the teaching and learning process) employ a respective interpretive and analytical approach guided by a system-oriented perspective. In part two (A new conceptual frameworks of the instruction and learning process) we outline a new conceptual framework of the instruction and learning process in an information society. Part three (Electronic learning environments) provides a detailed analysis of characteristic features of the electronic learning environments. Part four (Interpreting the concept of e-learning) present a design-oriented definition of the e-learning concept and examines the interaction between the information revolution and its educational consequences.

Instructor: Prof.dr. Bertalan Komenczi, Komló Csaba, Antal Péter, Racskó Réka
Language of instruction: english
Semester: fall semester/spring semester
Readings:

<table>
<thead>
<tr>
<th>Requirements and grading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-term written test (a Pass is awarded if 65% is achieved) or/and an oral examination.</td>
</tr>
</tbody>
</table>