



# **SUBJECT DATASHEET**

## **DIGITAL PEDAGOGY**

### **BMEGT51A521**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

DIGITAL PEDAGOGY

### ID (subject code)

BMEGT51A521

### Type of subject

contact hour

### Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	4
Practice	4
Laboratory	0

### Type of assessment

term grade

### Number of credits

3

### Subject Coordinator

*Name            Position    Contact details*

Dr. Tóth Péter professor toth.peter@gtk.bme.hu

### Educational organisational unit for the subject

Department of Technical Education

### Subject website

<https://edu.gtk.bme.hu>

### Language of the subject

magyar - HU

### Curricular role of the subject, recommended number of terms

Programme: **Technical Instructor Bachelor's Programme from 2017/18/Term 1**

Subject Role: **Compulsory**

Recommended semester: **4**

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### Direct prerequisites

*Strong*    None

*Weak*    None

*Parallel*    None

*Exclusion*    None

### Validity of the Subject Description

Approved by the Faculty Board of the Faculty of Economic and Social Sciences, Decree No 580.059/2/2020 Valid from February 1, 2020

## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

The subject aims to familiarise students with the methodology of digital pedagogy. The practical sessions will provide a glimpse into best practices and non-device oriented perspectives. During the practical sessions students participate in projects in order to obtain real-life experiences related to the use of simpler applications.

### Academic results

#### Knowledge

1. Familiarity with the most important pedagogical, psychological and sociological theories of vocational training including adult education and its practical aspects, awareness of the basic concepts, correlations, and principles of education and training.
2. Awareness of the age-related specifics of students and the respective exploration methods.
3. Capability to cooperate with parents, experts supporting the pedagogical effort, and professional organizations.
4. Familiarity with professional, legal, and ethical rules and guidelines of the teaching profession.

#### Skills

1. Compilation of practical training programs and their coordination with the theoretical requirements.
2. Effective integration of knowledge related to specialized methodology, subject content, learning theory and curricular requirements.
3. Ability to design, arrange, implement monitor and evaluate the vocational training process in various training formats (workshop, laboratory).
4. Design, arrange, and carry out independent learning projects.
5. Ability to use and understand the relevant research results, electronic and internet-based, and library sources.
6. Ability to interpret and utilize for the benefit of students social and cultural phenomena impacting career orientation and employment possibilities.
7. Recognizes and addresses communication related difficulties and undertakes the respective self-improvement efforts.
8. Reflective interpretation, analysis, and evaluation of pedagogical experiences and perspectives.
9. Recognizes the values in everyone and maintains positive emotions toward students. 1
10. Capable of and willing to collaborate in pedagogical situations in a reciprocal manner, maintains assertiveness and helpful communication.

#### Attitude

1. Shares and acknowledges the social responsibility and principal relation of the education profession to society and the surrounding world.
2. Open and willing to disseminate and transmit the comprehensive perspective of the pedagogical profession and that of practical collaboration in an authentic manner.
3. Strives to solve problems in a collaborative way.
4. When compelled to make decisions in unexpected situations or in those requiring a complex approach (s)he fully adheres to legal rules and ethical norms.
5. Respects the personality of students.
6. Sensitive to students' problems, committed to provide students with the conditions for healthy personality development.
7. Strives to apply age-appropriate individual or group specific learning, teaching strategies and methods promoting the activity, interactive attitude and differentiation of students.
8. Maintains a realistic view of the pedagogue's role in the developmental evaluation process.
9. Willing to ask for and accept professional assistance in exploring and solving conflicts and problems. 1
10. Open to constructive criticism related to own pedagogical activity 1
11. Commitment to national priorities, values, and identity, openness to promote democratic thinking, responsible social conduct and environmental awareness.

#### Independence and responsibility

1. Responsibly contributes to the formation and justification of professional perspectives related to vocational training.
2. Responsibility for adhering to the basic principles of the profession.
3. Equally represents the technical and pedagogical principles and their correlation during professional activity.
4. Authentic representation of the social role and basic attitude of the teaching profession.
5. Cooperation with trained experts of other fields, especially that of the Pedagogy profession during the fulfilment of pedagogical tasks.
6. Authentic representation of the social role and basic attitude of his profession.
7. Commitment to the continuous development of the knowledge and learning skills of students, maintaining a realistic perspective of the significance of the taught subject in the education process.
8. Commitment to evaluation techniques supporting the learning process.
9. Cooperates with the members of his profession or those active in his field of professional inquiry in a responsible manner.

### Teaching methodology

The practice sessions require written and oral communication, the knowledge and use of IT devices and techniques, and individual and

group projects.

**Materials supporting learning**

- Benedek András (szerk.) Digitális Pedagógia 2.0 Budapest: Typotex Kiadó, 2013

## II. SUBJECT REQUIREMENTS

### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### General Rules

A 2.1 és 2.2. pontban megfogalmazott célok és tanulási eredmények elérése a gyakorlatokon tanúsított aktív részvétel (részteljesítmény értékelés) és a hospitálások speciális szempontok alapján történő dokumentálása alapján történik.

#### Performance assessment methods

- Csoportmunkában történő aktív részvétel. - A félév során az egyes digitális pedagógia alkalmazások fejlesztése vagy használata.

#### Percentage of performance assessments, conducted during the study period, within the rating

- a gyakorlaton való részvétel aktivitása.: 70%
- a digitális pedagógia alkalmazásainak használata: 30%
- összesen: 100%

#### Percentage of exam elements within the rating

#### Conditions for obtaining a signature, validity of the signature

##### Issuing grades

Excellent	> 95
Very good	90-95
Good	85-90
Satisfactory	80-85
Pass	50-80
Fail	< 50

##### Retake and late completion

- Az aktív részvétel – jellegéből adódóan – nem pótolható, nem javítható, továbbá más módon nem kiváltható vagy helyettesíthető, jó digitális pedagógia gyakorlatok bemutatásával azonban az érdemjegy javítható.

##### Coursework required for the completion of the subject

40  
20  
30  
90

##### Approval and validity of subject requirements

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics covered during the term

A 2.1 és 2.2. pontban megfogalmazott célok és tanulási eredmények eléréséhez a tantárgy a következő tematikai blokkokból áll. Az egyes félévekben meghirdetett kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok sze

- 1 A tanulási környezet fejlődése történeti kitekintés, tanulás a virtuális világban, információ, tudás, kulturális evolúció és kognitív környezetek
- 2 Az IKT alkalmazási lehetőségei az oktatásban, a mikrotartalom ígérete és a képernyő csapdái, az olvasási stratégiák változása, élménypedagógia és gamifikáció a tanítás-tanulás folyamatában, médiakonvergencia, hálózattudás, hálózatosodás.
- 3 Integrált elektronikus tanulási környezet, a 3D és az augmentált valóság használata az oktatásban, crowdsourcing, e-learning, m-learning és u-learning, generációk (X, Y, Z) tanulási stratégiai
- 4 Jó gyakorlatok bemutatása

### Additional lecturers

Dr. Molnár György egyetem idocens

### Approval and validity of subject requirements