



SUBJECT DATASHEET

DEVELOPMENT OF PUPIL'S COMMUNITIES

BMEGT51A551

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

DEVELOPMENT OF PUPIL'S COMMUNITIES

ID (subject code)

BMEGT51A551

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	16
Laboratory	0

Type of assessment

term grade

Number of credits

3

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Feketéné dr. Szakos Éva	assistant professor	feketene.szakos.eva@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 (1 kredit angolul teljesíthető)

Curricular role of the subject, recommended number of terms

Programme: Vocational instructor BSc - Technical instructor specialisation (from 2021/22/Term 1)

Subject Role: Compulsory

Recommended semester: 1

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580884/8/2023 registration number. Valid from: 29.11.2023.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The objective of the subject is to prepare the student to recognize the importance of community development and to implement community formation. Be able to provide a supportive learning environment for students. Have knowledge of secondary school student groups and their environment. Be able to interpret social processes affecting students and their possible negative effects. The subject offers an opportunity to develop foreign language competences through the analysis of the literature and the presentation of research results.

Academic results

Knowledge

1. Knows the characteristics of the age of the students and the methods of getting to know them.
2. Informed about the methods of cooperation with parents and with various professionals and professional institutions that support pedagogical work.
3. Knows the physical, emotional, social and learning characteristics of a student-centered learning environment.

Skills

1. Able to create a relationship system based on mutual respect and trust with the students, to jointly develop and accept the principles and forms of cooperation.
2. In professional situations, he is able to communicate professionally, clearly, openly and authentically with students and parents.
3. He is able to see the values in everyone and relate to all his students with positive emotions (love).
4. Able to analyze foreign language literature and present research results.

Attitude

1. Respects the students' personality.
2. Is open to asking for and accepting professional help in order to explore and solve conflict situations and problems.
3. Characterized by social sensitivity and helpfulness. He does his teaching work without prejudice.
4. Analyzes the foreign language literature independently and displays the results independently.

Independence and responsibility

1. He is capable of professional self-reflection and self-correction in his decisions.
2. He has a considerable degree of independence in raising comprehensive and special questions of his profession.
3. It is characterized by cooperation and responsibility.

Teaching methodology

Lectures, class exercises, written and oral communication, use of IT tools and techniques.

Materials supporting learning

- Tankönyvek, jegyzetek, letölthető anyagok / Textbooks, notes, downloads
- 1. Arapovics Mária: A közösségfejlesztés alapfogalmai és a kulturális közösségfejlesztés paradigmái - Kulturális Szemle, Balogh László és Tóth László: Fejezetek a Pedagógiai Pszichológia Köréből <https://mek.oszk.hu/04600/04669/html/>
- 2. Kovács Henrietta : A közösségfejlesztésalapjai és a többfunkciós közösségterek- Kulturális Szemle
- 3. <https://education.ec.europa.eu/hu/focus-topics/improving-quality/key-competences>
- 4. Bodó Márton, Molnár Karolina, Uzsa Ilyé Pécsi Rita: Az Iskolai Községi Szolgálat bevezetésének tapasztalatai 2015. OFI (2015) ISBN 978-963-682-886-8
- 5. https://mek.oszk.hu/04600/04669/html/balogh_pedpszich0015/balogh_pedpszich0015.html
- 6. <https://osztalyfonok.hu/32>
- 7. G Crow, G Allan – 2014
<https://books.google.hu/books?hl=hu&lr=&id=33AABAAQBAJ&oi=fnd&pg=PP1&dq=community&ots=zyCu1qXAV1&sig=SRIOu>

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

2.1 and 2.2. the goals and learning outcomes set out in point 2 are achieved on the basis of mid-year written performance measurement, submitted thesis and/or project tasks and active participation in the exercises. Performance evaluation methods. Processing foreign language literature worth 1 credit, which can be completed as part of the 3rd homework.

Performance assessment methods

Részteljesítmény-értékelés (házi feladatok): 1. Összegző teljesítményértékelés: a tantárgy és tudás, képesség típusú kompetenciaelemeinek komplex, írásos értékelési módja zárthelyi dolgozat formájában, a dolgozat alapvetően a megszerzett ismeretek alkalmazására fókuszál, 2. Beadandó dolgozat és/vagy projektfeladatok: a tantárgy tudás, képesség, attitűd, valamint önállóság és felelősség típusú kompetenciaelemeinek komplex értékelési módja, melynek megjelenési formája az egyénileg vagy csoportosan készített feladat. 3. Aktív részvétel: a tantárgy tudás, képesség, attitűd, valamint önállóság és felelősség típusú kompetenciaelemeinek egyszerűsített értékelési módja, melynek megjelenési formája a felkészült megjelenés és tevékeny részvétel a konzultációkon.

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

- 1st partial performance evaluation (1st homework): 40
- 2nd partial performance assessment (2nd homework): 30
- 3. partial performance evaluation (3. homework): 30
- altogether:: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

The condition for obtaining the signature is that 3.2. the student achieves at least 50% of the score that can be obtained according to point

Issuing grades

Excellent	96
Very good	87-95
Good	75-86
Satisfactory	62-74
Pass	50-61
Fail	<50

Retake and late completion

1) Homework can be made up in accordance with the current Study and Examination Regulations, upon payment of the fees prescribed in the Reimbursement and Allowance Regulations.

Coursework required for the completion of the subject

részvétel a kontakt tanórákon	16
házi feladatra felkészülés	30
Házi feladat elkészítése idegen vagy magyar nyelven	20
egyéb felkészülés	24
összesen	90

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 06.11.2023.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

2.2. in order to achieve the learning outcomes set out in point, the subject consists of the following thematic blocks. Their length is usually 4 hours (two weeks), but depending on the composition of the students and the nature of the discussion of the problems proposed

by them, their proportion may change during each semester. In the syllabi of the courses announced in each semester, these topics are scheduled according to the calendar and other conditions.

- 1 Basic concepts related to community development.
- 2 Scenarios for community development.
- 3 Community development opportunities in vocational schools
- 4 The impact of external evaluation on motivation.
- 5 Anxiety, stress, coping at school.
- 6 Group dynamics in the community.
- 7 Competition and cooperation
- 8 Relationship systems of the instructor.
- 9 Dynamics of student-teacher, teacher-parent, teacher-faculty relationships.
- 10 The concept of the cooperative teaching method.
- 11 General characteristics of the cooperative teaching method.
- 12 The role of the teacher in the application of the cooperative teaching method.
- 13 Crisis situations in the life of secondary school students.
- 14 Harmful addictions: smoking, excessive alcohol consumption, drug use.
- 15 Possibilities of developing protective factors in schools.
- 16 Good practices in vocational schools.

Additional lecturers

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