



SUBJECT DATASHEET

PORTFOLIO 1

BMEGT51M571

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

PORTFOLIO 1

ID (subject code)

BMEGT51M571

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	28
Laboratory	0

Type of assessment

term grade

Number of credits

6

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Dr. Berzsenyi Emese	assistant professor	berzsenyi.emese[kukac]gtk.bme.hu
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Educational organisational unit for the subject

Department of Technical Education

Subject website

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

Language of the subject

magyar - HU (3 kredit idegen nyelven teljesíthető)

Curricular role of the subject, recommended number of terms

Programme: **Teacher of Engineering (4 terms) - from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **4**

Programme: **Teacher of Economics (4 terms) - from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **4**

Programme: **Teacher of Engineering (2 terms) - with a teaching qualification, from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Economics (2 terms) - with a teaching qualification, from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Economics (4 terms) - with a business instructor qualification, from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **4**

Programme: **Teacher of Engineering (4 terms) - with a technical instructor qualification, from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **4**

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: 580515/8/2024 registration number. Valid from: 26.06.2024.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The purpose of the subject is to inform and prepare the candidates for the preparation of the portfolio, to prepare the candidates for the preparation, presentation and evaluation of the e-portfolio. 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. Comprehensive knowledge of the basic facts, directions and limits of the subject area corresponding to the specialisation of the teacher.
2. Knowledge of the most basic mathematical, scientific, economic and social science principles, rules, contexts and procedures from the point of view of vocational education and training, necessary for the teaching of the specialisation of the teacher.
3. Knowledge of the most important contexts, theories and concepts related to his/her specialisation from a vocational training perspective.
4. Theoretical and practical knowledge of the planning, organisation, implementation and monitoring of practical activities (school, company, institutional, service, agricultural), the principles of organising individual and group practice, the basic concepts of differentiation, remedial training and talent management.
5. You will have the specific theoretical and methodological foundations and practical knowledge needed to design, organise and manage short-cycle training.
6. You will have the specific theoretical and methodological foundations and practical knowledge needed to work as a vocational trainer.
7. Knowledge of the main concepts, characteristics and typical forms of dual and individual training.

Skills

1. From the point of view of vocational training, he is capable of basic analysis of the disciplines that make up the knowledge system corresponding to the specialization, synthetic formulation of connections and adequate evaluation activities.
2. From the point of view of vocational training, he is able to apply the most important theories, procedures and related terminology of the given specialization when performing practical tasks.
3. Able to identify routine professional problems, to explore the theoretical and practical background necessary for their solution, to formulate them and to solve them (with the practical application of standard operations).
4. Able to present work methods, work actions, and work activities corresponding to the professional specialization, and manage their acquisition and practice.
5. Able to plan, organize, implement and control and evaluate practical exams by taking quality assurance principles into account.
6. Able to model simpler systems and processes that are important from the point of view of vocational training, especially with regard to the different aspects of training places.
7. He is able to use his knowledge in a creative way to effectively manage the resources of his workplace (training center, workshop, teaching office, educational farm, individual training place operated by a company or business).
8. In the course of his work, he is able to apply and comply with safety, fire protection and hygiene rules and regulations.
9. Able to communicate in a professionally adequate manner, orally and in writing, in his native language and at least at a basic level in a foreign language, in accordance with his specialization.

Attitude

1. Assume the social role of your profession, its basic relationship with the world.
2. Is open to learning about, accepting and authentically conveying the professional, technological developments and innovations in the field of specialization that are highlighted from the point of view of vocational training.
3. He strives to make his self-education a means of achieving his professional and pedagogical goals.
4. Even in unexpected decision-making situations requiring a complex approach, he makes his decision by fully taking into account the laws and ethical standards.
5. He tries to solve problems in cooperation with others if possible.
6. During the performance of his professional duties, he also cooperates with qualified professionals from other (primarily pedagogical) fields.
7. Reveals the shortcomings of the applied technologies, procedures, treatment methods, the risks of the processes and initiates the taking of measures to reduce them.
8. Monitors legislative, technical, technological and administrative changes related to the field from the point of view of vocational training.
9. It authentically represents the social role of its profession and its fundamental relationship with the world.

Independence and responsibility

1. Even in unexpected decision-making situations, he independently thinks through comprehensive, foundational professional questions and develops them based on given sources.
2. During the performance of his professional duties, he also cooperates with qualified professionals from other (primarily pedagogical) fields.

3. Reveals the shortcomings of the applied technologies, procedures, treatment methods, the risks of the processes and initiates the taking of measures to reduce them.
4. Monitors legislative, technical, technological and administrative changes related to the field from the point of view of vocational training.
5. It authentically represents the social role of its profession and its fundamental relationship with the world.

Teaching methodology

Case discussion and reflective analysis. Individual and group work.

Materials supporting learning

- Falus Iván - Kimmel Magdolna (2009): A portfólió Gondolat Kiadó
- Hollósi Hajnalka Zsuzsanna – Szabó Antal: Tanári portfólió
http://www.nyf.hu/bgytk/sites/www.nyf.hu.bgytk/files/docs/06_tanari_portfolio.pdf
- Kimmel Magdolna (2002): A reflektív gyakorlat gyökerei Pedagógusképzés 2002.3.120-123.p.
- Szabóné dr. Berki Éva (2015): Mentori keretek - mentori szerepek - mentori feladatok
- <http://kozokos.moodle.appi.bme.hu/mod/folder/view.php?id=25466>
- Szivák Judit: A reflektív gondolkodás fejlesztése Gondolat Kiadói Kör 2003. Budapest ISBN 963 9500 61 5
- Shruthi Venkatesh Reddy: Towards Project-based Science Learning: A Finnish class teacher's conceptions and implementation Master's Thesis in Education Spring Term 2020 Faculty of Education and Psychology University of Jyväskylä
- Battulga Nasanjargal, Gantuya Ganbat: Experience of Project-Based Learning for First Year Engineering Students at GMI In: Embedded Self Organizing Systems (Vol 9. No 4. 2022) (pp.10-14)

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése évközi házi feladat és a foglalkozásokon tanúsított aktív részvétel (részteljesítmény értékelés) alapján történik. Idegen nyelvű szakirodalom feldolgozása 3 kredit értékben, melyet a 2. házi feladat keretében lehet teljesíteni.

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: 1. Részteljesítmény-értékelés (házi feladat, 60%): tanulás támogatása, szervezése és irányítása -, a kommunikáció, a szakmai együttműködés és pályaidentitás -, az autonómia és felelősségvállalás kompetencia területeken elsajátított kompetenciaelemek komplex értékelési módja, melynek megjelenési formája az egyénileg készített házi dolgozat, amelynek tartalmát, követelményeit, beadási határidejét és értékelési módját a tantárgy oktatója határozza meg. 2. Részteljesítmény-értékelés (aktív részvétel, 40%): tanulás támogatása, szervezése és irányítása -, a kommunikáció, a szakmai együttműködés és pályaidentitás -, az autonómia és felelősségvállalás kompetencia területeken elsajátított kompetenciaelemek egyszerűsített értékelési módja, melynek megjelenési formája a felkészült megjelenés és tevékeny részvétel a foglalkozásokon, ideértve a házi feladatként elkészített beadandó dolgozat egyéni és/vagy csoportos prezentáció keretében történő bemutatását, az oktatóval és a hallgatói csoporttal történő megvitatását. Az egységes értékelési elveket a tantárgy oktatója határozza meg.

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

- részteljesítmény értékelés (házi feladat): 60
- részteljesítmény értékelés (aktív részvétel): 40
- Összesen: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	96
Very good	91-95
Good	81-90
Satisfactory	70-80
Pass	50-69
Fail	0-49

Retake and late completion

1) A házi feladat – szabályzatban meghatározott díj fizetése mellett – a mindenkor Tanulmányi és Vizsgaszabályzat előírásai szerint, a Térítési és Juttatási Szabályzatban előírt díjak megfizetése mellett pótolható. 2) Az aktív részvétel – jellegéből adódóan – nem pótolható és nem javítható; de különösen indokolt esetben (pl. igazolt tartós távollét, betegség esetén) újabb egyéni feladat révén kiváltható. Ennek feltételeit és a házi feladat elkészítésének határidejét a tantárgy előadója határozza meg.

Coursework required for the completion of the subject

félévközi készülés a gyakorlatokra	84
házi feladat elkészítése	40
házi feladat elkészítése magyar vagy idegen nyelven	20
kijelölt írásos tananyag önálló elsajátítása	36
Összesen	180

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 03.06.2024.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

A 2.2. pontban megfogalmazott tanulási eredmények eléréséhez a tantárgy a következő tematikai blokkokból áll. Az egyes félévekben meghirdetett kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok szerint, a nappali képzésben 14 hétre, míg a levelező képzésben 4 konzultációra. A levelező képzés óraszámja a nappali képzés féléves óraszámának 1/3-ad része.

- 1 Introduction, the purpose, content and performance of the subject.
- 2 The interpretation of the portfolio, the types of the portfolio, the content of the portfolio.
- 3 Documents to be collected during teacher studies.
- 4 The pedagogical practice, especially the documents to be collected during the connected individual school practice.
- 5 The pedagogical practice, especially the documents to be prepared by the candidates during the connected individual school practice.
- 6 Content of the connected individual school practical portfolio.
- 7 Self-reflective evaluation of the portfolio documents according to the framework specified in the competence matrix.
- 8 Content and structure of the e-portfolio.
- 9 Use of the e-portfolio interface.
- 10 Collecting, organizing and recording e-portfolio documents.
- 11 Presentation of the e-portfolio in the final exam.
- 12 Self-reflective evaluation of e-portfolio documents.
- 13 Evaluation of the e-portfolio.
- 14 Summary, amendments, closure.

Additional lecturers

Dr. Kanczné dr. Nagy Katalin	egyetemi adjunktus	kanczne.nagy.katalin@gtk.bme.hu
Dr. Katteín-Pornói Rita	egyetemi adjunktus	kattein-pornoi.rita@gtk.bme.hu
Dr. Bükki Eszter	egyetemi adjunktus	bukki.eszter@gtk.bme.hu
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Approval and validity of subject requirements