



SUBJECT DATASHEET

NETWORK OF SCHOOL CONNECTIONS INSTRUCTORS

BMEGT51A560

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

NETWORK OF SCHOOL CONNECTIONS INSTRUCTORS

ID (subject code)

BMEGT51A560

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	academic rank	feketene.dr.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 idegen nyelven 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: 3

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 aim of the course is for students to become familiar with the actors of the school (school custodian-headmaster-teacher cardiologist-parent) and the characteristics of the relationship between these actors. Our goal is to shed light on the problems that may be barriers to establishing contacts through examples taken from school life and with the help of technical terms used in the literature. Addressing the phenomena and reasons behind these barriers, we would like to guide future vocational teachers into the world of schools, showing the possibilities of the vocational education career. 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. He knows the legal and ethical rules and standards of the teaching profession.
2. He has knowledge of the role of reflective thinking in professional development, the possibilities of further education, and the theoretical and practical methods of preserving mental health.
3. He knows the theoretical and practical knowledge related to the planning, organization, implementation and control of practical sessions (school, company), the basic principles of organizing individual and group exercises, the basic concepts of differentiation, catch-up and talent development.
4. He knows the theoretical and practical knowledge related to the planning, organization, implementation and control of practical sessions (school, company), the basic principles of organizing individual and group exercises, the basic concepts of differentiation, catch-up and talent development.

Skills

1. Able to handle conflicts effectively.
2. He is 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.
3. In professional situations, he is able to communicate in a professional, understandable, open and authentic manner with students, parents, representatives of the fields corresponding to his subjects, school and extra-school colleagues in accordance with the age and culture of the partners.
4. Able to think over comprehensive, foundational professional questions related to the teaching and learning management of his/her specialized subjects and to develop appropriate answers based on relevant sources.
5. Able to analyze foreign language literature and present research results.

Attitude

1. Respects the students' personality.
2. He is sensitive to the students' problems and strives to provide the conditions for healthy personality development for all students.
3. He strives for active cooperation with the teachers of professional theoretical subjects.
4. He is open to asking for and accepting professional help in order to explore and solve conflict situations and problems.
5. It analyzes 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 is committed to the continuous development of students' knowledge and learning abilities, and realistically assesses the role of his subject in education.
3. He is characterized by cooperation and responsibility in relation to his profession, field of expertise, and their representatives.
4. He has a considerable degree of independence in raising and elaborating the comprehensive and special questions of his profession, in representing and justifying professional views.

Teaching methodology

Lectures, written and oral communication, use of IT tools and techniques, optional assignments prepared independently and in group work.

Materials supporting learning

- Falus Iván (szerk.): Didaktika. Nemzeti Tankönyvkiadó. Budapest.
- Kósáné Ormai Vera (2015): A mi iskolánk. Elte Eötvös Kiadó. Budapest.
- Kósáné Ormai Vera-Horányi Annabella (2006): Mi, pedagógusok. Flaccus kiadó. Budapest.
- Friedmann Schulz vonThun (2019): Kommunikációs stílusok. Budapest.
- Dr. Fűzi Beatrix (2015): Neveléstan. https://regi.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002_nevelestan/adatok.html
- V. Dwiyanti, A. Ana, I. Widianingsih : Industrial Education Impact on Vocational Student Social Skills In: Innovation of Vocational Technology Education invotec XIV:2 (2018) 98-103
- Luis Martínez-Izquierdo and Mónica Torres Sánchez: Dual Vocational Education and Training Systems' Governance Model and Policy Transfer: The Role of the European Union in Its Diffusion In: Soc. Sci. 2022, 11, 403

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése év során megírt három házi feladat eredménye alapján. Ezt módosíthatja az órákon tanúsított aktív részvétel. Idegen nyelvű szakirodalom feldolgozása 1 kredit értékben, melyet a 3. házi feladat keretében lehet teljesíteni.

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: 1. Részteljesítmény-értékelés (házi feladatok): a tantárgyi tudás, képesség, attitűd, valamint önállóság és felelősség típusú kompetenciaelemeinek értékelése. B. Vizsgaidőszakban végzett teljesítményértékelés (vizsga) 1. nincs

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

- 1. részteljesítmény értékelés (1. házi feladat): 33
- 2. részteljesítmény értékelés (2. házi feladat): 33
- 3. részteljesítmény értékelés (3. házi feladat): 34
- összesen: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	96
Very good	87-95
Good	75-86
Satisfactory	62-74
Pass	51-61
Fail	<50

Retake and late completion

1) A házi feladat a mindenkori Tanulmányi és Vizsgaszabályzat előírásai szerint, a Térítési és Juttatási Szabályzatban előírt díjak megfizetése mellett pótolható.

Coursework required for the completion of the subject

részvétel a kontakt tanórákon	32
Házi feladatra felkészülés	26
Házi feladat elkészítése idegen vagy magyar nyelven	20
egyéb felkészülés	12
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

A 2.2. pontban megfogalmazott tanulási eredmények eléréséhez a tantárgy a következő tematikai blokkokból áll. Ezek hossza alapesetben 4 óra (két hét), ám a hallgatók összetételétől és az általuk javasolt problémák tárgyalásának jellegétől függően arányuk az egyes félévek során változhat. Az egyes félévekben meghirdetett kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok szerint.

- 1 An introduction to the aims of the subject.
- 2 Discussion of requirements.
- 3 Basic concepts of education and training
- 4 Trends in educational theory, with particular reference to alternative approaches
- 5 The Public Education Act
- 6 School relations in a changing world
- 7 The transformation of childhood - children without childhood
- 8 Digital generations - the impact of the online world on relationships
- 9 The phenomenon of bullying and cyberbullying
- 10 Types of bullying
- 11 Learning styles
- 12 Emotional foundations of learning, the flow
- 13 Factors influencing teachers' perceptions of children
- 14 Knowing and understanding learners
- 15 Teaching skills
- 16 Teacher thinking
- 17 Teaching methodsEffective educator
- 18 The 21st century teacher model
- 19 The nature of the teacher-student relationship
- 20 Teacher leadership styles
- 21 Distortions or barriers to student understanding
- 22 The role of the teacher in the effectiveness of the teaching-learning process
- 23 The burnout syndrome
- 24 Teacher competences
- 25 The importance of the class teacher
- 26 The role of the specialised teaching services
- 27 Functions of the family
- 28 The role of the family in the development of the individual
- 29 Parental behaviour
- 30 The role of education in society
- 31 The deficit model, segregation model, latent discrimination model

Additional lecturers

Dr. Kattein-Pornói Rita egyetemi adjunktus kattein-pornoi.rita@gtk.bme.hu

Approval and validity of subject requirements