



# **SUBJECT DATASHEET**

**Basics of adult education and lifelong learning**

**BMEGT51S600**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

**Subject name**

Basics of adult education and lifelong learning

**ID (subject code)** BMEGT51S600

**Type of subject**

contact hour

**Course types and lessons**

<i>Type</i>	<i>Lessons</i>
Lecture	13
Practice	0
Laboratory	0

**Type of assessment**

exam

**Number of credits**

8

**Subject Coordinator**

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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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

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

Programme: **Course organiser postgraduate specialist training programme with public road/air/waterway/railway specialisation**

Subject Role: **Compulsory**

Recommended semester: **1**

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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 Faculty of Economic and Social Sciences, Decree No: 580515/8/2024 registration number. Valid from: 26.06.2024.

## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

By mastering the subject, the student will acquire a basic knowledge of the basic concepts of adult education and andragogy, the characteristics of adult learning and education, the functions of adult education, its institutional system, target groups and legal environment. Students will be familiar with the main concepts of andragogy and the main theoretical issues in adult education. They should be able to understand and recognise the specific characteristics of adult learning, to support the learning process, to understand the background of lifelong learning theory, to distinguish between education, training and education, to understand the institutional system of vocational and adult education, the intergenerational differences in the approach to learning, the time dimension of adult learners.

### Academic results

#### Knowledge

1. Students will learn the most important concepts of andragogy and the main theoretical issues in adult education
2. learn about the institutional system of vocational and adult education, intergenerational differences in attitudes to learning, the time dimension of adult learners
3. know the origins and meaning of lifelong learning,
4. knowledge of student-centred learning models, formal, informal and non-formal learning
5. understand the characteristics and principles of adult learning
6. adult education programmes and curricula
7. The most important pedagogical, psychological and sociological theories of professional theory and practice, including adult education, the basic concepts, interrelationships and laws of education, training and education.
8. Theoretical and practical knowledge of the planning, organisation, implementation and monitoring of practical activities (in schools and enterprises), the basic principles of organising individual and group practice, the basic concepts of differentiation, catching-up and talent management.
9. You will have the specific theoretical and methodological foundations and practical knowledge needed to design, organise and manage short-cycle training in enterprises.
10. Comprehensive knowledge of the legal requirements and systems of vocational training.

#### Skills

1. Be able to understand the specificities of adult learning
2. recognise and support the learning process, understand the background to the theory of lifelong learning
3. be able to distinguish between education, training and education,.
4. be able to draw up curricula for adult education programmes
5. understand the difference between the concepts of :learning, change, adaptation
6. be able to place adult learning within the vocational training system
7. be able to understand what is meant by learning as a life skill
8. be able to analyse the impact of economic trends on education and the need for labour market competences.

#### Attitude

1. She is open to authentically convey the overall thinking and essential features of the andragogy profession.
2. He strives to make his self-training a means of achieving his professional and pedagogical goals.
3. Strive to solve problems in cooperation with others.
4. He/she is open and proactive in planning and carrying out training, further training and apprenticeship activities in the company.
5. Strives to learn and master the specificities of adult learning
6. Has a complex approach to analysing adult learning situations
7. Respects the individuality of learners.
8. Sensitive to the problems of learners, strives to provide conditions for healthy personal development for all learners.
9. She attaches importance to awareness of the processes of learning and teaching, to the acquisition of the knowledge and skills needed to support self-regulated learning, to the development of learning abilities and is open to lifelong learning.
10. He strives to organise activities according to age, individual and group characteristics, and to use learning and teaching strategies and methods that promote differentiation.
11. Constantly develops his/her knowledge, follows changes.

#### Independence and responsibility

1. He authentically represents the role of the andragogy profession in society and its fundamental relationship with the world.
2. In decision-making situations, independently thinks through and develops comprehensive, grounding professional questions on the basis of given sources.
3. In the performance of his/her professional duties, he/she collaborates with other professionals in the field.
4. Keeps abreast of legislative, technical, technological and administrative changes in the field from a professional training perspective.
5. He/she is committed to supporting learning.

### Teaching methodology

Interactive lectures, individual and group class exercises, homework, written and oral communication, use of IT tools and techniques.

### **Materials supporting learning**

- 1) Szakképzés 4.0 Stratégia : <https://www.nive.hu/Downloads/Hirek/DL.php?f=szakkepzes-4.0.pdf>
- 2) Farkas Éva : <https://mek.oszk.hu/15300/15399/>
- 3) A felnőttek szakképzése és a gazdaság témakörhöz Benedek András:  
<http://opuseteducatio.hu/index.php/opusHU/article/view/277/477>
- 4)  
[https://regi.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002\\_az\\_europai\\_es\\_hazai\\_szakkepzesi\\_rendszer\\_fejlodesenek\\_tendenciai/E](https://regi.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002_az_europai_es_hazai_szakkepzesi_rendszer_fejlodesenek_tendenciai/E)
- 5) Farkas Éva: <http://opuseteducatio.hu/index.php/opusHU/article/view/219/357>
- 6) CEDEFOP (2018): Skills forecast trend and challenges to 2030. [http://www.cedefop.europa.eu/files/3077\\_en.pdf](http://www.cedefop.europa.eu/files/3077_en.pdf)  
[https://skillspanorama.cedefop.europa.eu/en/analytical\\_highlights/skills-forecast-key-eu-trends-2030#\\_skills\\_forecast\\_\\_key\\_eu\\_trends\\_t](https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-forecast-key-eu-trends-2030#_skills_forecast__key_eu_trends_t)
- 7) Kálmán Anikó : Az oktatástól az önálló tanulásig.(2009) Budapest. Tanulástámogató.  
[https://edu.gtk.bme.hu/pluginfile.php/56553/mod\\_resource/content/1/Oktatastol%20az%20%C3%B6nallo%20tanulasig.pdf](https://edu.gtk.bme.hu/pluginfile.php/56553/mod_resource/content/1/Oktatastol%20az%20%C3%B6nallo%20tanulasig.pdf)
- 8) Kálmán, A. (2006): Tanári szerepek – tanulási stílusok (A felnőtt-tanulás folyamata), ISBN 963- 8088-16-8, ISSN 1588-9572, OKKER, Budapest
- 9) Kálmán A.(2008):Andragógiai módszertan .A felnőttoktatók kompetenciái.ISBN 963-9228-96-6 OKKER,Budapest
- 10) Kálmán Anikó: Élettávú tanulás. Elektronikus tananyag 2010, Budapest  
[https://regi.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002\\_elettavu\\_tanulas/ET/setjs223g.htm](https://regi.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002_elettavu_tanulas/ET/setjs223g.htm)

## II. SUBJECT REQUIREMENTS

### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### General Rules

Interaktív előadások, egyéni és csoportos órai gyakorlatok, házi feladatok, kommunikáció írásban és szóban, IT eszközök és technikák használata.

#### Performance assessment methods

Részteljesítmény-értékelés (házi feladatok) / vizsgával zárul a tantárgy

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

- 1. részteljesítmény értékelés (1. házi feladat): 10
- 2. részteljesítmény értékelés (2. házi feladat): 10
- 3. részteljesítmény értékelés (3. házi feladat): 80
- Összesen:: 100

#### Percentage of exam elements within the rating

- Beadandó dolgozatok elkészítése és vizsga: 100

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

Kontakt órákon való részvétel, házi feladatok elkészítése

#### Issuing grades

Excellent	96
Very good	88 - 95
Good	76 - 87
Satisfactory	63 - 75
Pass	50 - 62
Fail	0 - 49

#### Retake and late completion

A házi feladat a mindenkor 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	13
házi feladatra felkészülés	113
egyéb felkészülés/Vizsga	114
összesen	240

#### 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

1. Az életen át tartó tanulás:aktuális kérdései 2. Andragógiai ,pedagógia, gerontológia, /a felnőttképzés ,felnőttoktatás ,felnőttnevelés 3. Nemzetközi kontextus ,trendek (World Economic Fórum; OECD) 4. Szakképzés és felnőttképzés új rendszere 2020-tól 5. A felnőttképzési programok fejlesztéséről 6. Európa Unió kompetencia elvárásai 7. A felnőttek szakképzése és a gazdaság (Szakképzés a gazdasági környezet változásában:trendek, tendenciák, változások)
- 1 Lifelong learning: current issues
  - 2 Andragogy, pedagogy, gerontology, adult education, adult education, adult education
  - 3 International context, trends (World Economic Forum; OECD)
  - 4 New system of vocational training and adult training from 2020
  - 5 On the development of adult education programs
  - 6 European Union competence expectations
  - 7 Vocational training for adults and the economy (Vocational training in the changing economic environment: trends, tendencies, changes)

### Additional lecturers

### Approval and validity of subject requirements