SUBJECT DATASHEET

Accompanying seminar II.

BMEGT51A579

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
Accompanying seminar II.

ID (subject code)	BMEGT51A579

Type of subject
contact hour

Course types and lessons

Type	*Lessons*
Lecture	0
Practice	8
Laboratory	0

Type of assessment
term grade

Number of credits
2

Subject Coordinator

Name	*Position*	*Contact details*
dr. Szandi-Varga Péter	assistant professor	szandi-varga.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: **Vocational instructor BSc - Technical instructor specialisation (from 2021/22/Term 1)**
Subject Role: **Compulsory**
Recommended semester: **6**

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

Discussing the experiences gained during the second semester of the coherent individual school placement, following up on the completion of the tasks expected during the placement, focusing on problems and issues arising during the teaching practice.

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.

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. In the course of performing his professional tasks, he also cooperates with qualified professionals from other (primarily pedagogical) fields.
3. It 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. From the point of view of vocational training, it monitors legislative, technical, technological and administrative changes related to the field.
5. It authentically represents the social role of its profession and its fundamental relationship with the world.

Teaching methodology

Case discussion, case study analysis, reflective discussion in individual and group work.

Materials supporting learning

- A Műszaki Pedagógia Tanszék Dokumentumtárában megosztott anyagok.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése az órát megelőző felkészülés, órai részvétel és aktivitás alapján történik.

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: 1. Részteljesítmény-értékelés (házi feladatok): órát megelőző felkészülés megadott szakirodalmak alapján (50%) 2. Részteljesítmény-értékelés (házi feladatok): órai részvétel és aktivitás (50%)

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

- **órát megelőző felkészülés**: 50
- **órai részvétel és aktivitás**: 50
- **összesen**: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Érdemjegy-megállapítás

Issuing grades

Excellent	95
Very good	87-94
Good	75-86
Satisfactory	62-74
Pass	50-61
Fail	0-49

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	8
órára felkészülés	52
Összesen	60

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. 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 Information on the aims, content and requirements of the seminar. Overview of the professional profile of the training centre, introduction to the institution. To get to know the conditions and infrastructure of the teaching profession.

2 Reflective discussion of the experiences recorded in the teaching diaries. Review of pedagogical documents related to the teaching practice. Discussion of issues related to lesson planning.

3 Reflective discussion of teaching experiences. Group discussion of specific teaching problems and dilemmas. Conflict management, decision situations.

4 Interpreting active participation in work processes, working through problems. Discussion of portfolio preparation tasks.

Additional lecturers

Approval and validity of subject requirements