SUBJECT DATASHEET

EDUCATIONAL PRACTICE II.

BMEGT51A578

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
EDUCATIONAL PRACTICE II.

ID (subject code) BMEGT51A578

Type of subject
contact hour

Course types and lessons

Type	*Lessons*
Lecture	0
Practice	0
Laboratory	12

Type of assessment
term grade

Number of credits
3

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

The aim of the course is for students to design and deliver practical sessions individually, in a school and/or in a shared enterprise training site or training centre, in adult education, higher education or in a dual training site in a vocational training area.

Academic results

Knowledge

1. Knows the most important pedagogical, psychological and sociological theories of professional theoretical and practical education, the basic concepts, interrelationships and laws of education, training and education.
2. Knows the theoretical and practical knowledge related to the planning, organization, implementation and control of practical sessions (school, company), and the basic principles of organizing individual and group exercises.
3. Knowledge of the theoretical foundations, cognitive specificities, logic and terminology of the field of specialisation, its links with other sciences, subjects and fields of education, the interrelationships between different fields of knowledge and the ability to integrate the content of different disciplines and subjects.
4. Knowledge of the basic requirements for health promotion and health promotion, environmental sustainability, in particular health, environmental, occupational, accident and consumer protection requirements in the relevant field of vocational training.
5. Possess the special theoretical and methodological foundations and practical knowledge required for the work of a vocational teacher in schools.
6. Has a comprehensive knowledge of the basic facts, trends and limits of the subject area of technical vocational education.
7. Have a basic knowledge of the different motivation theories and methods of identifying and developing motivation to learn.
8. Possesses the knowledge necessary for creating the physical, emotional, social and learning conditions of a learner-centred learning environment.
9. Knowledge of differential pedagogy, adaptive learning organisation, selection and application of teaching and learning strategies and methods Knowledge of the importance of preparing for lifelong learning.
10. Knowledge and understanding of the legislative framework of vocational education and training, including the subject area.
11. Knowledge and understanding of the specific directions and boundaries of the field of technical vocational education and training.
12. Knows the age-specific characteristics of learners and methods of learning.
13. Is aware of the possibilities, ways and limits of cooperation with parents and the various professionals and professional institutions that support his/her pedagogical work.
14. Knowledge of the legal and ethical rules and standards of the teaching profession.

Skills

1. Be able to design practical training programmes and align them with theoretical requirements, effectively integrating knowledge of professional methodology, subject matter, learning theory and curriculum.
2. Be able to design, organise, implement, monitor and evaluate practical examinations, taking into account relevant and general quality assurance principles
3. Ability to plan, organise, implement, monitor and evaluate the practical teaching process in a wide variety of teaching formats (workshop, laboratory).

4. Ability to use and understand the literature, electronic, Internet and library resources specific to his/her field. Ability to search for them, determine their relevance and filter out information that is not valid or outdated.
5. Ability to develop skills through practical activities, with particular emphasis on logical thinking, problem solving, knowledge acquisition and professional communication.
6. Ability to communicate orally and in writing in a professionally appropriate manner, in accordance with the field of competence.
7. Be able to identify, effectively educate and provide differentiated treatment for gifted, talented, difficult or special-needs pupils, pupils with special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.
8. Ability to reflectively interpret, analyse and evaluate their pedagogical experiences and views.
9. Ability to see the values in everyone and to relate to all students with positive emotions (love).
10. Ability to cooperate, reciprocate, be assertive and communicate helpfully in pedagogical situations.
11. Ability to prevent and manage conflict

Attitude

1. Accept the role of the teaching profession in society and its fundamental relationship with the world.
2. Confess and accept the role of the teacher as an example.
3. Is open to the authentic transmission of the overall thinking and essential features of the teaching profession.
4. Strives to solve problems, preferably in collaboration with others.
5. Takes decisions in complex and unexpected situations, taking full account of legal and ethical standards.
6. Respects the personality of the pupils.
7. Is sensitive to pupils' problems and seeks to provide conditions for healthy personal development for all pupils.
8. Strives to use learning and teaching strategies and methods that are appropriate to the age, individual and group characteristics, and that promote activity, interactivity and differentiation.
9. Is open to seeking and accepting professional help to identify and resolve conflict situations and problems.
10. Is open to constructive criticism of his/her teaching.
11. Committed to fundamental human values, national values and identity, open to education for democratic thinking and behaviour, and to environmental awareness.
12. Is socially sensitive and helpful. Is non-judgemental and seeks to embrace an inclusive approach.

Independence and responsibility

1. He knows, understands and accepts that he is part of a signalling system by virtue of his profession and that he is therefore subject to a signalling obligation.
2. Represent the social role of his/her profession and its fundamental relationship with the world in a credible manner.
3. Affirms the importance of self-development.
4. Confesses responsibility towards the pupils entrusted to him, his colleagues, the generations living today and those to come.

Teaching methodology

The student plans the practical sessions in consultation with the mentor of the teaching practice institution and the lead teacher of the

accompanying seminar, conducts them under the supervision of the mentor and reflects on them after the sessions.

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 a tanítási gyakorlat eredménye alapján történik, a mentortanár Igazoló- és értékelőlapon jelzett értékelésének figyelembevételével.

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: 1. Részteljesítmény-értékelés (házi feladatok): óratervek készítése (30%) 2. Részteljesítmény-értékelés (házi feladatok): foglalkozások megtartása (50%) 3. Részteljesítmény-értékelés (házi feladatok): reflexiók készítése (20%)

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

- **1. részteljesítmény értékelés (1. házi feladat)**: 30
- **2. részteljesítmény értékelés (2. házi feladat)**: 50
- **3. részteljesítmény értékelés (3. házi feladat)**: 20
- **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

óratervek készítése	36
foglalkozások megtartása	12
reflexiók megírása	6
egyéb felkészülés	36
Összesen	90

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 hallgató gyakorlóhelyen folytatott tanítási gyakorlatán, óratervek és reflexiók készítésén keresztül járul hozzá, melyhez támogatást a kísérő szeminárium nyújt.

1 preparing lesson plans

2 organising sessions

3 writing reflections.

Additional lecturers

Approval and validity of subject requirements