



**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**

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	0
Laboratory	12

**Type of assessment**

term grade

**Number of credits**

3

**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: Vocational instructor BSc - Technical instructor specialisation (from 2021/22/Term 1)  
Subject Role: Compulsory  
Recommended semester: 6

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**Direct prerequisites**

<i>Strong</i>	None
<i>Weak</i>	None
<i>Parallel</i>	None
<i>Exclusion</i>	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 mindenkor 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