



SUBJECT DATASHEET

MODERN METHODOLOGIES IN VOCATIONAL EDUCATION

BMEGT51M583

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

MODERN METHODOLOGIES IN VOCATIONAL EDUCATION

ID (subject code)

BMEGT51M583

Type of subject

contact hour

Course types and lessons

| <i>Type</i> | <i>Lessons</i> |
|-------------|----------------|
| Lecture | 9 |
| Practice | 14 |
| Laboratory | 0 |

Type of assessment

term grade

Number of credits

5

Subject Coordinator

Name *Position* *Contact details*

Dr. Tóth Péter professor toth.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: **Teacher of Economics (4 terms) - with a business instructor qualification, from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **3**

Programme: **Teacher of Engineering (4 terms) - with a technical instructor qualification, 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: 580515/8/2024 registration number. Valid from: 26.06.2024.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to supplement the professional and research methodology subjects with exercises created on the basis of educational science, but in an interdisciplinary manner, with the help of the results of the latest research. Bringing content into the field of vocational training that helps to follow the rapidly changing world of the market economy in the short term, but with long-lasting efficiency. The instructor's task is to transfer competitive knowledge. How can you follow, meet, match, apply or simply find opportunities? The purpose of the subject is to strengthen competencies that help in all of these and to develop an attitude that accepts help and understands change.

Academic results

Knowledge

1. He has the knowledge material of professional and research methodology subjects, which he manages and interprets as a complex system. He is able to accept the diversity of generational changes and does not want to adapt opportunities or students to his own knowledge, but can associate his own knowledge with opportunities and expectations.
2. Knows how to measure and can provide assistance to students with different aptitudes, abilities and talents. He acquired the theoretical and practical knowledge related to the planning, organization, implementation and control of practical sessions, the basic principles of organizing individual and group exercises, the basic concepts of differentiation, catch-up and talent management. Knows and applies the importance of lifelong learning.
3. Knows and applies the basic methodology of talent search and talent management.
4. Knows professional theoretical and practical education, including the most important pedagogical, psychological, and sociological theories of adult education, the basic concepts, relationships, and laws of education, training, and training. He is knowledgeable in the selection and application of differential pedagogy, adaptive learning organization strategies and methods. Taking several professional aspects into account, he can keep in mind the changes aimed at creating and strengthening the students' emotional safety in his training.
5. Knows, uses and can handle educational materials from various media (e.g. YouTube short films) with a critical attitude.
6. It is open to the inclusion of certain elements of alternative pedagogical methods in educational processes.
7. It is open to the application of certain elements of higher education methods in the professional training system.
8. Knows the epistemological foundations, cognitive characteristics, logic and terminology of the discipline, field of study (field of education, art field) he/she teaches, as well as its relationship with other sciences, subjects, fields of education.
9. Knows the connections between different fields of knowledge and is able to integrate the content of different disciplines and subjects.
10. Knows the domestic and international results, literature, and current issues of professional methodology.
11. Knows the role of the specific field in society, the goals and tasks of teaching the subject, helping the students' personality development and thinking development.

Skills

1. He is able to apply the material of other disciplines he has learned in an integrated, system-level manner in educational processes.
2. Capable of interdisciplinary application and transfer of knowledge.
3. He is able to continuously develop his personality, professional knowledge, communication and all such competences that make him suitable, even the most suitable, for teaching and pedagogical work in vocational training.
4. Able to review his own attitudes at appropriate intervals, evaluate his own personality and work through self-analysis.
5. Able to search for and incorporate new methodologies, new educational and training theories.

Attitude

1. It is open to the authentic transmission and transfer of the basic characteristics of the comprehensive way of thinking and practical operation of pedagogy.
2. He tries to solve problems in cooperation with others if possible.
3. He is open and proactive in planning and carrying out his vocational training, continuing education and training tasks.
4. He respects the personality of his students.

Independence and responsibility

1. Responsibly participates in the formation and justification of professional views related to training.
2. In the course of his professional activity, he represents both the professional and pedagogical principles of his field of expertise, and their relationships.
3. In the course of performing his professional duties, he cooperates with qualified professionals from other fields.
4. It authentically represents the social role of its profession and its fundamental relationship with the world.
5. He is committed to the continuous development of his colleagues' knowledge and learning abilities, and realistically assesses his role in his duties.
6. Committed to assessment that supports learning and self-development.

Teaching methodology

Lectures, class exercises, written and oral communication, use of IT tools and techniques.

Materials supporting learning

- 1. Benedek András (szerk.): A szakképzés pedagógia alapkérdései, egyetemi jegyzet, BME-GTK, 2005. december
- 2. Gyarmathy Éva (2020): Az infokommunikációs társadalom generációi, OFOE,
https://osztalyfonok.hu/konyvesbolt/konyvek/GyarmathyEva_Az_infokommunikacios_tarsadalom_generacioi.pdf
- 3. Lanszki Anita (2022): Digitális média és történetmesélés a felsőoktatásban, L'Harmattan, Budapest
<http://real.mtak.hu/153785/1/Digitalismediaestortenmeseselesafelsooktatasban.pdf>
- 4. Solti-Halász-Fekete: Gyakorlati oktatás a duális képzésben, in: szerk. Benedek A: Oktatási elméletek a szakképzésben
- 5. Spencer Kagan: Kooperatív tanulás. Budapest, 2001, Önkonet Kft.
- 6. Tóth Péter: A tanulói problémamegoldó gondolkodás fejlesztésének stratégiái

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.1 és 2.2. pontban megfogalmazott célok és tanulási eredmények elérése évközi írásbeli és/vagy szóbeli teljesítménymérés, beadandó dolgozat és/vagy projektfeladatok és a gyakorlatokon tanúsított aktív részvétel alapján történik.

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: 1. Részteljesítmény-értékelés (házi feladatok):
- Összegző teljesítményértékelés: a tantárgy és tudás, képesség típusú kompetenciaelemeinek komplex, írásos értékelési módja zárthelyi dolgozat formájában, a dolgozat alapvetően a megszerzett ismeretek alkalmazására fókuszál, - Beadandó dolgozat és/vagy projektfeladatok: a tantárgy tudás, képesség, attitűd, valamint önállóság és felelősség típusú kompetenciaelemeinek komplex értékelési módja, melynek megjelenési formája az egyénileg vagy csoportosan készített feladat. - Aktív részvétel: a tantárgy tudás, képesség, attitűd, valamint önállóság és felelősség típusú kompetenciaelemeinek egyszerűsített értékelési módja, melynek megjelenési formája a felkészült megjelenés és tevékeny részvétel a konzultációkon

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

- 1. részteljesítmény értékelés (1. házi feladat): 40
- 2. részteljesítmény értékelés (2. házi feladat): 20
- 3. részteljesítmény értékelés (3. házi feladat): 40
- összesen: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Kontakt tanórákon való részvétel és a házi feladatok elkészítése

Issuing grades

| | |
|--------------|-------|
| Excellent | 96 |
| Very good | 87-95 |
| 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 | 23 |
| házi feladatra felkészülés | 79 |
| egyéb felkészülés | 48 |
| összesen | 150 |

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 General problems special solutions
- 2 "Battle" of generations "Us and them" - genetic changes of generations, or the dilemma of ability and inability
- 3 "Are you lazy or just different?" vertical and horizontal reading
- 4 Unusual use of ICT tools in education
- 5 Should we involve the parents?! – or the strength of the family and the struggle to stay in it
- 6 The effect of low socioeconomic status and assistance
- 7 Talent management, talent search
- 8 Storytelling in education, or the ancient role of fairy tales and the future of humanity
- 9 The role of positive pedagogy and emotional safety (SNI, BTM) - "I know you know! We will help you!"
- 10 Self-examination, reflections, joint transfer of knowledge

Additional lecturers

| | | |
|------------------------------|--------------------|---------------------------------|
| Dr. Berzsenyi Emese | egyetemi adjunktus | emese@berzsenyi.com |
| Dr. Kanczné dr. Nagy Katalin | egyetemi adjunktus | kanczne.nagy.katalin@gtk.bme.hu |
| Manojlovic Helena | tanárdegéd | helenamanojlovic@edu.bme.hu |

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