



**SUBJECT DATASHEET**

**INDEPENDENT EDUCATIONAL PRACTICE I.**

**BMEGT51M131**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

INDEPENDENT EDUCATIONAL PRACTICE I.

### ID (subject code)

BMEGT51M131

### Type of subject

contact hour

### Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	0
Laboratory	2

### Type of assessment

term grade

### Number of credits

6

### Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Dr. Kattein-Pornói Rita	assistant professor	kattein-pornoi.rita@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) - from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **3**

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Programme: **Teacher of Engineering (4 terms) - from 2021/22/Term 1**

Subject Role: **Compulsory**

Recommended semester: **3**

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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

The aim of the individual in-school placement is to lay the foundations for the professional development of the teacher candidate. During the placement, students learn about the role of the teacher, which shows them the complexity of these roles. The fundamental aim of the placement is to prepare candidates to get to know their students, to plan and develop lessons with reflections from their mentor teacher and their university tutor. A further aim is to enable teacher candidates to become members of teaching communities, to experience conscious, active participation in school life; and to learn to take responsibility for their own work and professional development. In other words, during the placement, students develop the competences that are essential to becoming a teacher.

### Academic results

#### Knowledge

1. Knows the verbal and nonverbal communication terms typical of social communication.
2. Gain experience in the most common pedagogical situations.
3. Correctly use the means of expressions of nonverbal communication and paralinguistics in different pedagogical situations.
4. Professional knowledge of the subject taught.

#### Skills

1. Able to pay attention to the other.
2. Able to avoid aggressive and passive communication.
3. Able to solve problems effectively.

#### Attitude

1. Emphasizes assertiveness in the communication.
2. Open and inclusive of new outcomes in education and training.
3. Strives for improvement in both own knowledge and own communication style.

#### Independence and responsibility

1. With open mind accept well-founded critical remarks.
2. Feel the importance of reflective thinking in own work.
3. Able to apply the theoretical knowledge independently in practice, and thus to become a responsible representative of own profession.

### Teaching methodology

independent assignments, group work, collaborative techniques

### Materials supporting learning

- 1. Lenkovics Ildikó (é.n.): A tanítás tanulása Segédanyag a gyakorlati tanításhoz  
[http://www.nyf.hu/bgytk/sites/www.nyf.hu.bgytk/files/docs/02\\_a\\_tanitas\\_tanulasa.pdf](http://www.nyf.hu/bgytk/sites/www.nyf.hu.bgytk/files/docs/02_a_tanitas_tanulasa.pdf)
- 2. Rakaczkiné Tóth Katalin (2006, szerk.): Pedagógiai gyakorlat. SZIE GTK Humántudományi Nyelvi és Tanárképző Intézet, Gödöllő
- 3. Holik Ildikó – Sanda István Dániel (2015): Tanári kommunikáció, Óbudai Egyetem, TMPK
- 4. Thomas Gordon (1990): T.E.T. A tanári hatékonyság fejlesztése, Gondolat Kiadó, Budapest

# II. SUBJECT REQUIREMENTS

## TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

### General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése egy beadandó dolgozat, egy sikeresen megírt zárthelyi dolgozat és a gyakorlatokon tanúsított aktivitás összesített eredménye alapján történik.

### Performance assessment methods

1. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: • Szaktárgyi és nem szaktárgyi hospitálások teljesítése • A mentorial (partneriskolákban dolgozó oktató) és a gyakorlatot vezető egyetemi oktató konzulenssel való együttműködés- szemináriumok, illetve a mentorial folytatott megbeszélések során. • Szaktárgyi órák megtartása, az ehhez szükséges óraterv elkészítése. • Zárótanítás abszolválása. 2. Vizsgaidőszakban végzett teljesítményértékelés (vizsga) 1. nincs

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

- 1. A hospitálásokon való részvétel, a hospitálási naplók elkészítése.: 20
- 2. A szaktárgyi órák megtartása, és az ehhez kapcsolódó óraterv elkészítése.: 70
- 3. A gyakorlathoz kapcsolódó szemináriumokon való aktív részvétel: 10
- összesen: 100

### Percentage of exam elements within the rating

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

#### Issuing grades

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

egyetemi oktatóval folytatott konzultáció	28
gyakorlat a partneriskolában	24
gyakorlat a partneriskolában	48
egyéb tevékenység	80
összesen	180

#### 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.

- 1 Information about the goals, tasks, requirements, and schedule of the practice.
- 2 Getting to know the vocational training institution.
- 3 Hospitalizations (visits to classes) in subject class and class teacher's class.
- 4 Creating lesson analyses, reflective self-assessments.
- 5 Preparation for subject lessons (lesson plans, student aids, etc.), making learning support tools, exploring ICT applications, holding subject lessons.
- 6 Reflective discussion of classroom experiences with the mentor, reflective self-evaluation.
- 7 Getting to know the activities of the vocational training institution in the given training place outside of the subject class. E.g.: vocational occupation, preparation for academic competition, class teacher activity, talent management, dealing with disadvantaged students, community service, etc.
- 8 Getting to know the operation of the vocational training institution as an organization. E.g.: the institution's external relations (e.g. pedagogical service, parents' working community, potential employers, training places for dual vocational training, etc.), faculty and working community meetings, the institution's evaluation system, etc.
- 9 Activities to promote individual professional development.
- 10 Professional documentation of experiences
- 11 The end of the semester. Presentation of the objectives of the subject. Discussion of the tasks of the semester.

### Additional lecturers

Dr. Bükki Eszter	adjunktus	bukki.eszer@gtk.bme.hu
Dr. Szandi-Varga Péter	adjunktus	szandi-varga.peter@gtk.bme.hu
Dr. Berzsenyi Emese	adjunktus	berzsenyi.emese@gtk.bme.hu
Dr. Kanczné Dr. Nagy Katalin	adjunktus	kanczne.nagy.katalin@gtk.bme.hu

### Approval and validity of subject requirements