



SUBJECT DATASHEET

DIGITAL PEDAGOGY

BMEGT51M517

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

DIGITAL PEDAGOGY

ID (subject code)

BMEGT51M517

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>	<u>Type of assessment</u>
Lecture	6	exam grade
Practice	2	<u>Number of credits</u>
Laboratory	0	3

Subject Coordinator

Name *Position* *Contact details*

Dr. Benedek András professor benedek.andras@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 (2 terms) - without a teaching qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Economics (2 terms) - with a teaching qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Economics (entrepreneurial studies, 2 terms) - without a teaching qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Economics (entrepreneurial studies, 2 terms) - with a teaching qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Engineering (engineering - economics, 2 terms) - without a teaching qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Engineering (engineering - economics, 2 terms) - with a teaching qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Engineering (2 terms) - without a teaching qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Engineering (2 terms) - with a teaching qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Economics (commerce-marketing, 4 terms) - without a business instructor qualification**

Subject Role: **Compulsory**

Recommended semester: **2**

Programme: **Teacher of Economics (economics, 4 terms) - without a business instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Economics (4 terms) - without a business instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Economics (finance-accounting, 4 terms) - without a business instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Economics (entrepreneurial studies, 4 terms) - without a business instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (bio-chemicals, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (electrical engineering-electronics, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (civil engineering-architecture, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (mechanical engineering-mechatronics, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (IT, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (light industry, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (environmental protection-water management, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (transport, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (engineering - economics, 4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Programme: **Teacher of Engineering (4 terms) - without a technical instructor qualification**
Subject Role: **Compulsory**
Recommended semester: **2**

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of the Faculty of Economic and Social Sciences, Decree No 580.065/2017 Valid from September 1, 2017

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The subject aims to familiarise students with the methodology of digital pedagogy. The practical sessions will provide a glimpse into best practices and non-device oriented perspectives. During the practical sessions students participate in projects in order to obtain real-life experiences related to the use of simpler applications.

Academic results

Knowledge

1. Familiarity with the most important pedagogical, psychological and sociological theories of vocational training including adult education and its practical aspects, awareness of the basic concepts, correlations, and principles of education and training.
2. Awareness of the age-related specifics of students and the respective exploration methods.
3. Capability to cooperate with parents, experts supporting the pedagogical effort, and professional organizations.
4. Familiarity with professional, legal, and ethical rules and guidelines of the teaching profession.

Skills

1. Compilation of practical training programs and their coordination with the theoretical requirements.
2. Effective integration of knowledge related to specialized methodology, subject content, learning theory and curricular requirements.
3. Ability to design, arrange, implement monitor and evaluate the vocational training process in various training formats (workshop, laboratory).
4. Design, arrange, and carry out independent learning projects.
5. Ability to use and understand the relevant research results, electronic and internet-based, and library sources.
6. Ability to interpret and utilize for the benefit of students social and cultural phenomena impacting career orientation and employment possibilities.
7. Recognizes and addresses communication related difficulties and undertakes the respective self-improvement efforts.
8. Reflective interpretation, analysis, and evaluation of pedagogical experiences and perspectives.
9. Recognizes the values in everyone and maintains positive emotions toward students. 1
10. Capable of and willing to collaborate in pedagogical situations in a reciprocal manner, maintains assertiveness and helpful communication.

Attitude

1. Shares and acknowledges the social responsibility and principal relation of the education profession to society and the surrounding world.
2. Open and willing to disseminate and transmit the comprehensive perspective of the pedagogical profession and that of practical collaboration in an authentic manner.
3. Strives to solve problems in a collaborative way.
4. When compelled to make decisions in unexpected situations or in those requiring a complex approach (s)he fully adheres to legal rules and ethical norms.
5. Respects the personality of students.
6. Sensitive to students' problems, committed to provide students with the conditions for healthy personality development.
7. Strives to apply age-appropriate individual or group specific learning, teaching strategies and methods promoting the activity, interactive attitude and differentiation of students.
8. Maintains a realistic view of the pedagogue's role in the developmental evaluation process.
9. Willing to ask for and accept professional assistance in exploring and solving conflicts and problems. 1
10. Open to constructive criticism related to own pedagogical activity 1
11. Commitment to national priorities, values, and identity, openness to promote democratic thinking, responsible social conduct and environmental awareness.

Independence and responsibility

1. Responsibly contributes to the formation and justification of professional perspectives related to vocational training.
2. Responsibility for adhering to the basic principles of the profession.
3. Equally represents the technical and pedagogical principles and their correlation during professional activity.
4. Authentic representation of the social role and basic attitude of the teaching profession.
5. Cooperation with trained experts of other fields, especially that of the Pedagogy profession during the fulfilment of pedagogical tasks.
6. Authentic representation of the social role and basic attitude of his profession.
7. Commitment to the continuous development of the knowledge and learning skills of students, maintaining a realistic perspective of the significance of the taught subject in the education process.
8. Commitment to evaluation techniques supporting the learning process.
9. Cooperates with the members of his profession or those active in his field of professional inquiry in a responsible manner.

Teaching methodology

The practice sessions require written and oral communication, the knowledge and use of IT devices and techniques, and individual and

group projects.

Materials supporting learning

- Barabási-Albert László: Villanások. A jövő kiszámítható. Nyitott Könyvműhely, Budapest, 2010.
- Benedek András: Mobiltanulás és az egész életen át megszerezhető tudás. In: Világosság, 2007/9. pp. 21-28.
- Benedek András: Tanulás és tudás a digitális korban. In: Magyar Tudomány, 2007. 9. sz.
- Nyíri Kristóf: Mobiltárs a szélessáv sodrában
- Nyíri Kristóf: Hálózat és megismerés; http://zeus.phil-inst.hu/recepcio/htm/3/302_belso.htm
- Digitális Pedagógia 2.0. - (Szerk. Benedek András) Budapesti Műszaki és Gazdaságtudományi Egyetem Gazdaság- és Társadalomtudományi Kar, 2013. pp. 85-133. ISBN: 978-963-279-807-3, :
- Barabási Albert László: Behálózva. Budapest, 2011, Helikon.
- Benedek András: Mobiltanulás és az egész életen át megszerezhető tudás. In: Világosság, 2007/9. pp. 21-28.
- Benedek András: Tanulás és tudás a digitális korban. In: Magyar Tudomány, 2007. 9. sz.
- Nyíri Kristóf: Mobiltárs a szélessáv sodrában
- Szűts Zoltán: Online. Wolters Kluwer, Budapest, 2018.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.1 és 2.2. pontban megfogalmazott célok és tanulási eredmények elérése a gyakorlatokon tanúsított aktív részvétel (részteljesítmény értékelés) és a hospitálások speciális szempontok alapján történő dokumentálása alapján történik.

Performance assessment methods

Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: - Csoportmunkában történő aktív részvétel. - A félév során az egyes digitális pedagógia alkalmazások fejlesztése vagy használata.

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

- szintfelmérő értékelés (ellenőrző dolgozat): 20%
- részteljesítmény értékelés (házi feladat): 60%
- részteljesítmény értékelés (aktív részvétel): 20%
- összesen: 100%

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	> 95
Very good	90-95
Good	85-90
Satisfactory	80-85
Pass	50-80
Fail	< 50

Retake and late completion

Az aktív részvétel – jellegéből adódóan – nem pótolható, nem javítható, továbbá más módon nem kiváltható vagy helyettesíthető, jó digitális pedagógia gyakorlatok bemutatásával azonban az érdemjegy javítható.

Coursework required for the completion of the subject

8
32
50
90

Approval and validity of subject requirements

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

A 2.1 és 2.2. pontban megfogalmazott célok és tanulási eredmények eléréséhez a tantárgy a következő tematikai blokkokból áll. Az egyes félévekben meghirdetett kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok sze

- 1 Tanítás és tanulás az információs társadalomban. Új didaktikai szempontok
- 2 Az eszközhasználat előnyei és veszélyei. Pszichológiai és kognitív szempontok
- 3 Képi fordulat az oktatásban
- 4 A nyitott tananyag modellje

Additional lecturers

Approval and validity of subject requirements