



SUBJECT DATASHEET

Basics of adult education and lifelong learning

BMEGT51XX09833-95

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Basics of adult education and lifelong learning

ID (subject code)

BMEGT51XX09833-95

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	8
Practice	0
Laboratory	0

Type of assessment

exam

Number of credits

5

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: **Adult Education Expert**

Subject Role: **Compulsory**

Recommended semester: **1**

Direct prerequisites

Strong Nincs

Weak Nincs

Parallel Nincs

Exclusion Nincs

Validity of the Subject Description

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 02.06.2024.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

By mastering the subject, the student will acquire a basic knowledge of the basic concepts of adult education and andragogy, the characteristics of adult learning and education, the functions of adult education, its institutional system, target groups and legal environment. Students will be familiar with the main concepts of andragogy and the main theoretical issues in adult education. They should be able to understand and recognise the specific characteristics of adult learning, to support the learning process, to understand the background of lifelong learning theory, to distinguish between education, training and education, to understand the institutional system of vocational and adult education, the intergenerational differences in the approach to learning, the time dimension of adult learners.

Academic results

Knowledge

1. Students will learn the most important concepts of andragogy and the main theoretical issues in adult education
2. learn about the institutional system of vocational and adult education, intergenerational differences in attitudes to learning, the time dimension of adult learners
3. know the origins and meaning of lifelong learning,
4. knowledge of student-centred learning models, formal, informal and non-formal learning
5. understand the characteristics and principles of adult learning
6. adult education programmes and curricula
7. The most important pedagogical, psychological and sociological theories of professional theory and practice, including adult education, the basic concepts, interrelationships and laws of education, training and education.
8. Theoretical and practical knowledge of the planning, organisation, implementation and monitoring of practical activities (in schools and enterprises), the basic principles of organising individual and group practice, the basic concepts of differentiation, catching-up and talent management.
9. You will have the specific theoretical and methodological foundations and practical knowledge needed to design, organise and manage short-cycle training in enterprises.
10. Comprehensive knowledge of the legal requirements and systems of vocational training.

Skills

1. Be able to understand the specificities of adult learning
2. recognise and support the learning process, understand the background to the theory of lifelong learning
3. be able to distinguish between education, training and education,.
4. be able to draw up curricula for adult education programmes
5. understand the difference between the concepts of :learning, change, adaptation
6. be able to place adult learning within the vocational training system
7. be able to understand what is meant by learning as a life skill
8. be able to analyse the impact of economic trends on education and the need for labour market competences.

Attitude

1. She is open to authentically convey the overall thinking and essential features of the andragogy profession.
2. He strives to make his self-training a means of achieving his professional and pedagogical goals.
3. Strive to solve problems in cooperation with others.
4. He/she is open and proactive in planning and carrying out training, further training and apprenticeship activities in the company.
5. Strives to learn and master the specificities of adult learning
6. Has a complex approach to analysing adult learning situations
7. Respects the individuality of learners.
8. Sensitive to the problems of learners, strives to provide conditions for healthy personal development for all learners.
9. She attaches importance to awareness of the processes of learning and teaching, to the acquisition of the knowledge and skills needed to support self-regulated learning, to the development of learning abilities and is open to lifelong learning.
10. He strives to organise activities according to age, individual and group characteristics, and to use learning and teaching strategies and methods that promote differentiation.
11. Constantly develops his/her knowledge, follows changes.

Independence and responsibility

1. He authentically represents the role of the andragogy profession in society and its fundamental relationship with the world.
2. In decision-making situations, independently thinks through and develops comprehensive, grounding professional questions on the basis of given sources.
3. In the performance of his/her professional duties, he/she collaborates with other professionals in the field.
4. Keeps abreast of legislative, technical, technological and administrative changes in the field from a professional training perspective.
5. He/she is committed to supporting learning.

Teaching methodology

Interactive lectures, individual and group class exercises, homework, written and oral communication, use of IT tools and techniques.

Materials supporting learning

- Szakképzés 4.0 Stratégia : <https://www.nive.hu/Downloads/Hirek/DL.php?f=szakkepzes-4.0.pdf>
- Farkas Éva : <https://mek.oszk.hu/15300/15399/>
- A felnőttek szakképzése és a gazdaság témakörhöz Benedek András:
<http://opuseteducatio.hu/index.php/opusHU/article/view/277/477>
- https://regi.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002_az_europai_es_hazai_szakkepzesi_rendszer_fejlodesenek_tendenciai/E
- Farkas Éva: <http://opuseteducatio.hu/index.php/opusHU/article/view/219/357>
- CEDEFOP (2018): Skills forecast trend and challenges to 2030. http://www.cedefop.europa.eu/files/3077_en.pdf
https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-forecast-key-eu-trends-2030#_skills_forecast__key_eu_trends_
- Kálmán Anikó: Az oktatástól az önálló tanulásig.(2009) Budapest. Tanulástámogató.
https://edu.gtk.bme.hu/pluginfile.php/56553/mod_resource/content/1/Oktatastol%20az%20%C3%B6nálló%20tanulasig.pdf
- Kálmán, A. (2006): Tanári szerepek – tanulási stílusok (A felnőtt-tanulás folyamata), ISBN 963- 8088-16-8, ISSN 1588-9572, OKKER, Budapest
- Kálmán A.(2008): Andragógiai módszertan .A felnőttoktatók kompetenciái.ISBN 963-9228-96-6 OKKER,Budapest
- Kálmán Anikó: Élettávú tanulás. Elektronikus tananyag 2010, Budapest
https://regi.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002_elettavu_tanulas/ET/setjs223g.htm

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

Interactive lectures, individual and group in-class activities, homework assignments, written and oral communication, use of IT tools and techniques.

Performance assessment methods

Formative assessment (homework assignments) / the course ends with an exam

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

- Formative assessment (1st homework assignment): 10
- Formative assessment (2nd homework assignment): 10
- Formative assessment (3rd homework assignment): 80

Percentage of exam elements within the rating

- Preparation of written assignments and exam: 100

Conditions for obtaining a signature, validity of the signature

Participation in contact sessions, completion of homework assignments

Issuing grades

Excellent	97
Very good	85-96%
Good	75-84%
Satisfactory	62-74%
Pass	50-61%
Fail	0-49%

Retake and late completion

The homework assignment may be submitted during the make-up period in accordance with the current Academic and Examination Regulations, subject to the payment of the fees specified in the Fees and Grants Regulations.

Coursework required for the completion of the subject

Részvétel a kontakt tanórákon	8
Házi feladatra felkészülés	80
Egyéb felkészülés/vizsga	62

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 02.06.2024.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

- 1 Lifelong learning: current issues
- 2 Andragogy, pedagogy, gerontology / adult training, adult education, adult development
- 3 International context and trends (World Economic Forum; OECD)
- 4 The new system of vocational and adult education since 2020
- 5 On the development of adult education programmes
- 6 Competence expectations of the European Union
- 7 Vocational education and the economy (Vocational training in a changing economic environment: trends, tendencies, transformations)

Additional lecturers

Approval and validity of subject requirements