



# **SUBJECT DATASHEET**

**Methods of observation during class**

**BMEGT51XX92876-91**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

Methods of observation during class

### ID (subject code)

BMEGT51XX92876-91

### 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 grade

### Number of credits

5

### Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Kattein-Pornói Rita	assistant professor	kattein-pornoi.rita@gtk.bme.hu

### Educational organisational unit for the subject

Department of Technical Education

### Subject website

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### Language of the subject

magyar HU

### Curricular role of the subject, recommended number of terms

Programme: **Mentor teacher programme**

Subject Role: **Compulsory for the specialisation**

Recommended semester: **2**

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### Direct prerequisites

**Strong** Erős/Strong -

**Weak** Gyenge/ Weak -

**Parallel** Párhuzamos/ Parallel -

**Exclusion** Kizáró/ Exclusive -

### Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580466/11/2025registration number. Valid from: 2025.06.25.

## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

The aim of the course is to familiarize students with modern, targeted, and reflective methods of classroom observation and enable them to apply these methods professionally in the mentoring process. During the course, participants will gain insight into the theoretical and practical aspects of classroom observation as a professional development tool. They learn the principles of developing observation criteria, the differences between structured and open observation, and the possible forms of data collection and processing. Students become able to take conscious observation notes, interpret them, and use them for feedback. A key objective is to promote trust-based professional dialogue in which observation is used as a tool for development rather than evaluation. The course contributes to the deepening of mentor teacher competencies, with a particular focus on the development of supportive feedback, collaboration, and reflective practice.

### Academic results

#### Knowledge

1. Knows traditional and online systems and documents related to portfolios.
2. Knows the theory and methodology of competence development.
3. Knows the system and requirements of teacher training and continuing education.
4. Is aware of the role of views that shape teaching practice and knows how they can be shaped.
5. Is familiar with the multifaceted background of choosing, leaving, and remaining in the teaching profession.
6. Is familiar with the specifics of working with teacher candidates and career starters, as well as adult education, and the professional requirements and ethical expectations of counseling.
7. Knows the methods and techniques of reflective thinking and professional analysis.
8. Knows the specific features of the organizational functioning of institutions and the impact of organizational characteristics on the work of teachers.
9. Knows the latest research and development results related to the work of teachers.
10. Has extensive professional knowledge, is familiar with the professional literature related to their field, professional journals, and alternative pedagogical approaches.

#### Skills

1. Able to apply teaching skills and competence development methodology in a conscious and high-quality manner.
2. Able to guide trainees in gaining experience both inside and outside the classroom.
3. Able to monitor and evaluate trainees' work in a constructive manner.
4. Able to support and assist the professional socialization of trainees.
5. Able to develop self-confidence and self-efficacy.
6. Able to demonstrate modern, good practice in the given field.
7. Able to handle pedagogical problems and conflict situations.
8. Able to provide guidance and assistance in the planning, implementation, and analytical evaluation of pedagogical situations and processes.
9. Able to support the intern's independent ideas, provide professional analysis, and realistically evaluate their implementation.
10. Able to help the trainee find their own professional development path that suits their personality.
11. Able to seek/find effective, creative answers to pedagogical problems arising in different contexts from a mentoring perspective.
12. Able to determine the intern's performance (results) based on an analysis and evaluation of regulations, facts, and situations, and to select, develop, or adapt activities, content, tools, and methods to achieve these results.
13. Able to plan, organize, and evaluate mentoring processes in collaboration with the mentee.
14. Able to create a mentoring environment that supports and encourages changes and improvements in pedagogical views and practices.
15. Considers mentoring as a learning situation and takes advantage of opportunities for mutual learning.
16. Able to develop the reflective thinking of career starters.
17. Able to assess the competencies of career starters, plan their development based on this assessment, and support it with an appropriate methodological culture.
18. Able to evaluate the professional competencies and development of trainees in a professionally sound manner that supports their development.
19. Is capable of effective professional cooperation, equal communication, and constructive problem solving with career starters and colleagues.

#### Attitude

1. Their attitude is accepting, supportive, and patient.
2. Their credibility is rooted in their own teaching practice and work experience.
3. They feel responsible for the continuous professional development of their intern/teacher candidate.
4. They request and accept feedback from their intern/teacher candidate and use it for their own continuous self-improvement.
5. Considers continuous self-reflection important for their own development as a mentor teacher.
6. Keeps abreast of professional literature and practical developments related to the role of mentor and support teacher and the methodology of support, and continuously trains themselves in this area.

#### Independence and responsibility

1. Döntéseiben szakmai önreflexióra és önkorrekcióra képes.

2. Együttműködés és felelősségvállalás jellemzi szakmájával, szakterületével, illetve azok képviselőivel kapcsolatban.

### **Teaching methodology**

The course is taught using a practice-oriented, reflective pedagogical approach. Theoretical knowledge is processed through lectures, joint analysis of selected literature, and visual examples, while practical skills are developed through situational exercises, observation notes, and joint interpretation. Students practice various observation techniques by observing real or videotaped lessons. The learning process is accompanied by pair and small group work, guided reflection, and structured feedback exercises. The course places particular emphasis on raising awareness of the role of the observer, promoting an objective and developmental approach, and understanding the style and impact of feedback to mentees.

### **Materials supporting learning**

- M. Nádasi, M. (Ed.) (2010-11). A mentorfelkészítés rendszere, próbája, a mentorképzés szakterületi előkészítése, I–III. kötet. Budapest: ELTE Eötvös Kiadó.
- Sallai, É. (2015). A mentori tevékenységek tapasztalatai. In Sallai, É. (Ed.). A pedagógusok gyakorlonoki rendszerének fejlesztése és értékelése. Budapest: Oktatási Hivatal.
- Kőpatakiné Mészáros Mária – Mayer József (2009): Bevezetés a mentorálás módszertanába. <https://ofi.oh.gov.hu/bevezetes-mentoralas-modszertanaba>
- Falus Iván - Szűcs Ida (2022): A didaktika kézikönyve. Akadémiai kiadó. Budapest
- Lengyel Zsuzsa, Szekeresné Nádudvary Ildikó (2024): 101 jógyakorlat mentortanároknak. ELTE Kiadó, Budapest.

## II. SUBJECT REQUIREMENTS

### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### General Rules

The objectives and learning outcomes set out in points 2.1 and 2.2 are achieved through active participation in the exercises (partial performance assessment).

#### Performance assessment methods

The course is graded based on a written exam where students have to talk about the theoretical basics of classroom observation, the different methods, and the role of observation and feedback in teaching. The exam questions include explanations of concepts, methodological comparisons, and the interpretation of pedagogical situations from an observation perspective. The aim of the exam is to assess whether students are able to consciously choose between different observation techniques and interpret their possible applications in the context of mentoring. The assessment emphasizes theoretical knowledge, professional language use, methodological thinking, and a developmental approach to observation. The course does not include graded assignments during the semester, but active participation in lectures is recommended for successful completion of the exam.

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

- classroom activity: 60
- preparation for exams: 40

#### Percentage of exam elements within the rating

- Exam: 40

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

Attendance at classes and successful completion of the exam.

#### Issuing grades

Excellent	95
Very good	90-95%
Good	85-89%
Satisfactory	80-84%
Pass	51-79%
Fail	50% alatt

#### Retake and late completion

Due to the nature of active participation, it cannot be replaced or corrected.

#### Coursework required for the completion of the subject

részvétel kontaktórákon	8
felkészülés a vizsgára	82
Folyamatos Önreflexió készítése	60

#### Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 02.06.2025.

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics covered during the term

Lesson 1: Why do we observe? – The purpose and types of classroom observation Observation as support, not control Formal and informal observation Characteristics of 21st century learning environments Practice: Identifying targeted observation situations for different types of institutions (e.g., kindergarten play situations, elementary school reading lessons, high school project lessons) Lesson 2: Observation methods and tools – from theory to practice Systematic observation: criteria, logs, digital tools Student behavior, learning organization, teacher communication Observation with targeted focus points (e.g., differentiation, student activity) Practice: Compiling three types of observation templates for different types of institutions (kindergarten, elementary school, high school) Lesson 3: Observation of kindergarten education – play, relationships, learning situations Play, individual differentiation, emotional security The teacher's relationship with children Analysis of learning intentions and spontaneous situations Practice: Taking observation notes and discussion Lesson 4: Observation in primary school – teaching strategies and student responses Differences between lower and upper grades: attention, motivation, learning styles Observation of frontal, group, and individual learning organization Teacher questioning techniques, quality of student responses Practice: Observing a lesson – according to a predefined set of criteria, followed by joint evaluation Lesson 5: Secondary school observation – independence, critical thinking, teacher attitude Project-based learning, debate culture, cooperation Use of digital tools and classroom interaction Observation of the teacher as facilitator Practice: Analysis of a secondary school lesson based on three focus points: teacher – student – learning organization Lesson 6: Feedback as the meaning of observation Types of feedback: descriptive, interpretive, developmental The teacher's self-image and the impact of feedback The "sandwich" technique, coaching-style questioning Practice: Based on an observation report, formulate constructive feedback for different situations (kindergarten – lower grades – secondary school) Lesson 7: Ethical and practical dilemmas of classroom observation Objectivity and impartiality Institutional culture, relationships with colleagues The mentor's responsibilities and limits Practice: Processing ethical cases: "How should the mentor signal if the observed pedagogical situation is problematic?" Lesson 8: Final practical situation – planning and evaluating observation Preparing an individual or group observation plan Preparing observation notes, reflections, and feedback Sharing and joint evaluation Practice: Participants prepare an observation and feedback plan based on a selected level (preschool, elementary school, or high school) – with presentation

### Additional lecturers

Kattein-Pornói Rita egyetemi adjunktus kattein-pornoi.rita@gtk.bme.hu

### Approval and validity of subject requirements