



SUBJECT DATASHEET

Effectiveness of educational institutions

BMEGT51XX33251-28

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Effectiveness of educational institutions

ID (subject code)

BMEGT51XX33251-28

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>
Phd. Bükki Eszter	assistant professor	bukki.eszter@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: **Mentor teacher programme**

Subject Role: **Compulsory**

Recommended semester: **1**

Direct prerequisites

Strong nincs

Weak nincs

Parallel nincs

Exclusion nincs

Validity of the Subject Description

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

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The student becomes familiar with the key elements determining the effectiveness of educational institutions in the context of teaching and learning, including pedagogical factors, organizational and leadership factors, student-related aspects, and external environmental influences. Emphasis is placed on the significance of the continuous development of institutional effectiveness. The student acquires knowledge of possible ways and practical opportunities for improving effectiveness in educational institutions. They also become acquainted with quality management systems used in public education, the criteria and indicators of school performance and efficiency, as well as both international and national methods of assessment and evaluation.

Academic results

Knowledge

1. Understands the concept of effectiveness from an education-specific perspective.
2. Is familiar with the internal and external factors influencing the effectiveness of educational institutions, as well as the importance of quality assurance.
3. Understands the impact of pedagogical innovation, methodological renewal, and professional support for teachers on institutional effectiveness.
4. Understands the complexity of measuring effectiveness in the context of limited resources and the need for efficient resource management.
5. Is familiar with international and national assessment and evaluation methods in public education.
6. Understands the role of organizational learning and internal management.

Skills

1. Is capable of supporting the implementation of the institution's mission, goals, and pedagogical program through their own pedagogical activities.
2. Is able to reconcile the challenges of aligning equity with effectiveness in their professional practice.
3. Is capable of planning and conducting student assessment processes, as well as analyzing and utilizing the results.
4. Is capable of identifying and regulating the institution's educational and instructional processes.

Attitude

1. Collaborates with the instructor and fellow students in expanding knowledge.
2. Is open to learning and accepting significant professional, technological developments and innovations in the field of their specialization, particularly those relevant to public education, and is capable of communicating them authentically
3. In complex or unexpected decision-making situations, makes decisions while fully considering legal regulations and ethical standards.

Independence and responsibility

1. Independently reflects on tasks and problems and solves them based on available sources.
2. Actively seeks opportunities for pedagogical innovation and becomes an innovator themselves.
3. Examines and utilizes indicators of student and institutional performance and effectiveness with increasing awareness.

Teaching methodology

Lectures, Use of IT Tools and Techniques

Materials supporting learning

- Sipos Imre: A pedagógus a nevelési-oktatási intézmény szerveztében, BME GTK Műszaki Pedagógia Tanszék hallgatói segédanyag, Budapest 2022
- 2011. évi CXCV. törvény a nemzeti köznevelésről
- 20/2012. (VIII. 31.) EMMI rendelet a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról
- Oktatási Hivatal honlapja

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

Evaluation of the Learning Outcomes Defined in Point 2.2 Throughout the Year. Evaluation of Subject Knowledge, Skills, Attitudes, as well as Competencies Related to Independence and Responsibility.

Performance assessment methods

Performance Evaluation During the Exam Period: Oral Exam

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

Percentage of exam elements within the rating

- Szóbeli vizsga: 100

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	91
Very good	87-90
Good	75-86
Satisfactory	62-74
Pass	50-61
Fail	0-49

Retake and late completion

The examination is conducted in accordance with the provisions of the current Study and Examination Regulations, and may be retaken upon payment of the fees specified in the Fees and Grants Regulations

Coursework required for the completion of the subject

Részvétel a kontakt tanórákon	8
Felkészülés a vizsgára, kijelölt tananyag önálló elsajátítása	142

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

- 1 To achieve the learning outcomes defined in point 2.2, the subject consists of the following thematic blocks:
- 2 1. The importance of the effectiveness of educational institutions in public education. The concepts of efficiency and effectiveness from the perspectives of pedagogy, organizational operation, students, and external and internal environmental factors.
- 3 2. Factors influencing the effectiveness of educational institutions: the role and impact of institutional leadership, pedagogical methods and student motivation, internal self-evaluation, and partner feedback.
- 4 3. Practices and possible ways to improve effectiveness: characteristics of effective institutions (based on international and national examples), successful leadership strategies, school development programs, the role of organizational learning and internal knowledge management, and the impact of digital tools on effectiveness.
- 5 4. International and national indicators of effectiveness in public education: international assessment systems (PISA, TIMSS, PIRLS), national assessments (national competence measurements, final exam results and subject tests, student satisfaction surveys), institutional self-evaluation and external inspections.
- 6 5. The role of effectiveness and quality assurance: process assurance and the Public Education Performance Evaluation System (TÉR).
- 7 6. Possible ways to improve effectiveness: pedagogical and methodological renewal, and supporting the professional development of teachers.

Additional lecturers

Approval and validity of subject requirements