



SUBJECT DATASHEET

Planning and Organizing Educational Assessments

BMEGT51XX72466-36

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Planning and Organizing Educational Assessments

ID (subject code)

BMEGT51XX72466-36

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>
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Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://www.mpt.bme.hu/>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

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: 580466/11/2025registration number. Valid from: 2025.06.25.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to provide scientifically grounded knowledge that explores the changing concepts and interpretations of knowledge, the characteristics of the knowledge-based society, and the system of fundamental concepts related to pedagogical planning and assessment. Students will become familiar with the sources, levels, functions, forms, methods, tools, and requirements of educational assessment. Another key objective is to develop a deliberate, goal-oriented, and structured form of professional reflection that connects theory with practice and promotes learning-related thinking aimed at fostering change and development.

Academic results

Knowledge

1. The student is familiar with the types, purposes, and fundamental methodology of educational assessments. Has theoretical knowledge of the steps involved in developing assessment tools, planning data collection and evaluation. Understands the institutional frameworks and legal background related to organizing assessment processes.

Skills

1. Is able to design educational assessment processes, develop measurement tools, and organize the conditions required for data collection. Capable of preparing for data analysis and conducting assessments in various educational settings.

Attitude

1. Is committed to conducting reliable and valid educational assessments. Open to analyzing assessment experiences and providing constructive feedback based on results. Participates responsibly in the planning and implementation of assessment processes.

Independence and responsibility

1. Demonstrates professional self-reflection and the ability to self-correct in decision-making. Displays a high level of autonomy in raising and analyzing both general and specific issues within their professional field. Characterized by a strong sense of cooperation and responsibility.

Teaching methodology

Lectures, communication in written and oral form, use of IT tools and techniques, optional individual and group assignments.

Materials supporting learning

- Papp Istvánné Nagy Annamária (2019): Pedagógiai mérés, értékelés - szakirodalom ajánló. OKTATÁSI HIVATAL Salgótarjáni Pedagógiai Oktatási Központ. https://www.oktatas.hu/pub_bin/dload/kozoktatas/pok/Salgotarjan/2019_STPOK_01SZF.pdf
- Farkas Éva (2018): Mérés-értékelés kézikönyv tanulási eredmények mérése és értékelése a szakképzési mobilitási gyakorlatokban. Tempus Közalapítvány, Budapest. https://tka.hu/docs/palyazatok/ecvet_meres_ertekeles_kezikonyv_web.pdf
- Károly Krisztina és Homonnay Zoltán (2017): Mérési és értékelési módszerek az oktatásban és a pedagógusképzésben. ELTE Eötvös Kiadó, Budapest. https://www.eltereader.hu/media/2017/07/Diszciplinak_5_READER.pdf
- Gaál Gabriella (2015): Tervezés és értékelés. Eszterházy Károly Főiskola, Eger. http://p2014-25.palyazat.ektf.hu/public/uploads/2-tervezes-es-ertekeles-gaal-gabriella-isbn_565d551b6996a.pdf
- Bredács Alice (2015): Hagyományos és IKT-vel támogatott mérés-értékelés a szakképzésben. BME Tanárképző Központ. https://art.pte.hu/sites/art.pte.hu/files/files/menuek/dokument/tudomany/innovacio/zmi/a_hagyomanyos_es_az_ikt-vel_tamogatott_meres
- Kovács Gabriella Krisztina (2015): útikönyv a tanulási eredményeken alapuló mérés, értékelés és disszemináció tervezéséhez. Tempus Közalapítvány, Budapest https://erasmusplusz.hu/utikonyv_a_tanulasi_eredmenyeken_alapulo_2020.pdf

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The learning outcomes specified in point 2.2 are assessed through a thematic written test following the contact hours.

Performance assessment methods

Detailed description of the performance assessment during the academic term: - Attendance of at least 70% of the contact hours is compulsory

(according to § 105.3 of the TVSZ) - Submission of the thematic essay - Assessment of subject knowledge, skills, attitudes and competences of the autonomy and responsibility type.

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

- Órai aktivitás : 40

Percentage of exam elements within the rating

- Vizsga : 60

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

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

Designing Learning Outcomes as the Starting Point of the Assessment Process Selection and Application of Assessment and Evaluation Methods Development, Adaptation, and Practical Use of Assessment Tools Organization and Implementation of the Assessment Process in

an Institutional Context Interpretation, Feedback, and Dissemination of Results

- 1 The Role of Learning Outcomes in Planning Educational Assessments
- 2 This lecture presents how to formulate learning objectives in a clear and measurable way, and how defining them becomes the foundation of the assessment and evaluation process.
- 3 Assessment and Evaluation Methods: Theory and Application
- 4 Students will explore the differences between qualitative and quantitative methods, the types of tests, and the practical application of concepts such as validity and reliability.
- 5 Development of Assessment Tools and Planning Data Collection
- 6 This session covers the steps involved in creating questionnaires, observation templates, and tests, as well as preparing for structured data collection.
- 7 Implementation of the Assessment Process in Educational Institutions
- 8 The focus is on organizational aspects of assessment: ensuring smooth execution, participant engagement, and secure handling and storage of data.
- 9 Processing, Interpretation, and Dissemination of Results
- 10 The final lecture addresses how to interpret assessment data at statistical, pedagogical, and institutional levels, and how to share findings within professional communities, publications, or development proposals.

Additional lecturers

Approval and validity of subject requirements