



# **TANTÁRGYI ADATLAP SUBJECT DATASHEET**

## **COMMUNICATION SKILLS**

**BMEGT43A353**

# I. COURSE DESCRIPTION

## 1. SUBJECT DATA

### Course name

COMMUNICATION SKILLS

### Course code

BMEGT43A353

Course type class

### Kurzustípusok és óraszámok

| <u>Type</u> | <u>Lessons</u> | <u>Type of assessment</u> | <u>Number of credits</u> |
|-------------|----------------|---------------------------|--------------------------|
| Lecture     | 4              | exam                      |                          |
| Practice    | 0              |                           |                          |
| Laboratory  | 0              |                           | 6                        |

### Course leader

Name                      Position                      Email adress

Dr. Blaskó Ágnes assistant professor blasko.agnes@gtk.bme.hu

### Organizational unit for the subject

Department of Sociology and Communication

### Subject website

<https://edu.gtk.bme.hu>

### Language of teaching

magyar - HU

### Curriculum role of the subject, recommended semester

Programme: **Kommunikáció és médiatudomány alapszak 2021/22/1 félévtől**

Subject Role: **Kötelező**

Recommended semester: **1**

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### Pre-requisites

*strong* Nincs

*weak* Nincs

*paralell* Nincs

*exclusive* Nincs

### 1.13 A tantárgyleírás érvényessége / Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580251/13/2023 registration number. Valid from: 29.03.2023.

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## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

The aim of the course is for students to recognize their own communication patterns through experiential learning and then reflection on it, to be aware of their strengths and the skills to be developed; in an interpersonal and small group situation, they find the congruent mode of communication. The course essentially represents an attitude that focuses on change, on the process of seeking, rather than on the formulation/enforcement of binding, universal truths. That is, it shifts the focus from content to process. In other words, it does not transfer "know-how", but appropriates an approach. The approach is also represented by the leaders and is also aimed at transferring it.

### Learning outcomes

Knowledge

1. The course thinks about social communication along different dimensions, which are constantly recurring in each lesson as the different topics are covered. However, due to the skill-building nature of the lesson, the following content is not treated in a scientific way: 1. Hidden and visible dynamics: 2. Separating task-oriented or "default mode" situations 3. social interactions and individual characteristics 4. individual and community responsibility 5. Democratic functioning

Ability

1. striving to operate democratically
2. sociality - Viewing humans as socio-social beings, understanding the individual as embedded in a social system.
3. principle of equality - Everyone has an equal voice: all group members and all social/institutional/etc. actors involved. The opinions/values/thoughts of the leader are equally voiced with the others.
4. the process of constructing meaning - understanding is generated in a process of interpretation - constructing meaning
5. critical perspective - Reconstructing the familiar worldview/narrative in the light of understandings from different new perspectives
6. change - The new narrative that emerges in understanding is change in itself, but the process can also lead to the development of a real action plan.

Attitude

1. Self-reflection of one's own abilities
2. Independence

Autonomy and responsibility

1. Adoption and enforcement of professional standards

### Methodology of teaching

Own experience and reflection. The current course leader manages the personal experience in a way that depends on his / her qualifications. The difficulty of the method is that after experiential learning, the results are processed on a cognitive level, thus speeding up the integration phase and directing it into a single modality, while adapting to the traditional higher education learning picture.

### Materials supporting learning

- A tantárgy elvégzéséhez szükséges oktatási anyagok, szakirodalom a kurzus moodle-oldaláról érhető el a hallgatóknak (edu.gtk.bme.hu) – Books, notes, downloadable materials (edu.gtk.bme.hu)
- Tanulási napló: a hallgatók önnön fejlődésüket folyamatosan készített tanulási napló segítségével követik.
- Learning diary: students follow their own progress with the help of a learning diary.

# II. SUBJECT REQUIREMENTS

## TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

### General Rules

Learning diary (homework): the course aims at the continuous integration of knowledge and competence elements appearing in attending classes. The written learning diary is to analyze the lesson material in the form of homework according to the criteria set by the instructor. The given aspects help to analyze individual group roles, social dynamics and their social relevance. The learning diary consists of 1-1 page of questions to be explained. Class work - active participation: prepared appearance and active participation in classes taking responsibility for the self-learning process Assignment – in team work students create a product (video, board game etc.) and present it to the class. Self-assessment: the aim of the course is to enable students to evaluate their own development independently and realistically.

### Performance evaluation methods

Detailed description of the performance evaluations carried out during the term: Criteria and parts of evaluation: classroom activity, learning diary, self-assessment.

### Proportion of performance evaluations performed during the diligence period in the rating

- in-class activity: 10
- team work: 15
- presentation: 10
- partial performance assessment: 15
- total: 50

### Proportion of examination elements in the rating

- exam: 50

### The condition for obtaining the signature, validity of the signature

Órák rendszeres látogatása

### Grading

|              |         |
|--------------|---------|
| Excellent    | 91      |
| Very good    | 85–90   |
| Good         | 72,5–84 |
| Satisfactory | 60–72,4 |
| Pass         | 50–59   |
| Fail         | < 50    |

### Correction and retake

Retakes and make-ups are regulated by the University's Code on Education and Examination. Class attendance is mandatory according to Code of Education and Examination regulations. The focus of the subject is on continuous work, and the replacement (late submission)

of individual elements is only possible if it does not hinder continuous development.

### Study work required to complete the course

|                       |     |
|-----------------------|-----|
| classes               | 56  |
| prep. for classes     | 34  |
| prep. for assessments | 50  |
| reading               | 40  |
| total                 | 180 |

### Approval and validity of subject requirements

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics discussed during the semester

1. How do I communicate? Communication self-awareness: exploring and developing personal communication attitudes and skills; 2. What values and commitments do we communicate based on? Critical thinking: recognising and becoming aware of own and others' commitments; 3. How can we express our values, thoughts and intentions? Culture of debate, advocacy; 4. How can we create a cooperative situation? Cooperation in communication, cooperative communication, moderation; 5. How do we recognise and relate to authority situations? 6. How can we act as responsible actors in situations that are recognised as problems, regardless of our involvement? Action skills

### Lecturers participating in teaching

Dr. Rajkó Andrea

### Approval and validity of subject requirements