

Course unit: Personality and development	Credits: 2
Course type, number of lessons: Seminar, 2 hours per week in the given semester.	
Assessment: End-of-course evaluation	
Semester: Semester 2	
Entry requirements(if any): None	
Course description	
<p>Aims:</p> <p>The aim of the course is to provide the theoretical and practical background to cognitive and personality development in order to help students improve their teaching and learning processes and to become more effective teachers. It is imperative for students to obtain the appropriate knowledge concerning personality and the various factors determining or influencing its development. Students will gain first-hand experience of the development and improvement of cognitive abilities and skills in order to be able to improve their students' personality and to treat them as individuals.</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Introduction. 2. The role of personality psychology and developmental psychology in the system of psychological sciences. 3. The definition of personality and the factors determining its development. 4. Personality theories of classical psychological schools. 5. Modern personality theories. 6. Theory of personality traits influencing pedagogical activities. 7. The main aspects of personality development. 8. Personality development and its psychological characteristics between the age of 7 and 10. (Developmental features of cognitive functions and their connection with learning, emotional development, and social development.) 9. Personality development and its psychological characteristics in adolescence. (Developmental features of cognitive functions in connection with learning, emotional development, and social development.) 10. Personality development and its psychological characteristics in young adults and adults. (Developmental features of cognitive functions in connection with learning, emotional development, social development.) 11. The role of environmental influences on children's development, especially the influence of ICT (Infocommunication Technology) on child development. 12. Summary: integration of personality and developmental psychology, a discussion of coherences. <p>Developed competencies:</p>	

On successful completion of the course students will be able to

- Draw on and value students' backgrounds, interests, and developmental learning needs.
- Reflect on teaching practice and plan professional development.
- Establish professional goals and pursue opportunities to grow professionally.
- Respect their students' personality.
- Develop students' personality characteristics.
- Improve students' cognitive development.

Bibliography:

- Colins, W. A. – Steinberg, L.: *Adolescent development in interpersonal context*. In.: Eisenberg, N. (ed.) *Handbook of Child Psychology*. Volume 3. John Wiley & Sons, Inc., New Jersey
- Goswami, U. (2008): *Cognitive Development - The learning Brain*. Psychology Press.
- Hewstone, M., Fincham, F. D, Foster, J. (2005): *Psychology*. Blackwell Publishing, Oxford.
- M. Miserandino (2011): *Personality psychology. Foundations and findings*. ISBN 978-0205738878

Lecturer: **Dr. Andrea Hatvani PhD., associate professor**

Other contributors: **Dr. Katalin Héjja-Nagy, Dr. Tünde Anna Taskó**

Title of Course Unit:	Electronic Learning Environments				
Classes per week:	2	Credit value:	2	Type:	
Prerequisites:					
Course description:					
<p>The main features of electronic learning environments - theoretical approaches and models</p> <p>The objectives of this course (Electronic Learning Environments) are to give an understanding on the main characteristic of the electronic learning environments. The information and communication revolution of the past half century altered the conditions and possibilities of human communication. The radical changes, impacting the cultural landscape in such a short time pose a significant challenge both for the science and practice of education. The incorporation of reasoning over electronic learning environments into a framework composed of mind, culture, and technology present novel possibilities for theorizing and practical research on the subject. This approach facilitates the viewing of such learning environments in the process of the human cognitive evolution as well. Drawing upon both theoretical and empirical material, the course seeks to provide students with improved understanding of the different aspects of the learning environments at the beginnings of the 21st century.</p> <p>The designer of the course was driven by a dual goal. On the one hand the material provides a summary of the results and related experiences of a comprehensive, broad-scoped research and development effort launched several years ago. On the other hand it also functions as a systematized exploration of experiences, results, and scholarly insights gained during the investigation of the respective subject. Thus the present effort can be considered an educational text introducing students into the crucial theoretical and practical correlations of the electronic and information and communication technology supported learning process.</p> <p>The content is divided into four sub-units. Part one (A system-oriented approach to the teaching and learning process) employ a respective interpretive and analytical approach guided by a system-oriented perspective. In part two (A new conceptual frameworks of the instruction and learning process) we outline a new conceptual framework of the instruction and learning process in an information society. Part three (Electronic learning environments) provides a detailed analysis of characteristic features of the electronic learning environments.</p> <p>Part four (Interpreting the concept of e-learning) present a design-oriented definition of the e-learning concept and examines the interaction between the information revolution and its educational consequences</p> <p>.</p>					
Instructor:	Prof.dr. Bertalan Komenczi, Komló Csaba, Antal Péter, Racskó Réka				
Language of instruction:	english				
Semester:	fall semester/spring semester				
Readings:					
<ol style="list-style-type: none"> 1. Cziko,G. (1995): Without Miracles. Universal Selection Theory and the Second Darwinian Revolution. MIT Press, Cambridge, Mass. URL: http://faculty.ed.uiuc.edu/g-cziko/wm/ 2. Illich, I. (1971): Deschooling Society. Harper & Row, New York. URL: http://en.wikiversity.org/wiki/Ivan_Illich:_Deschooling_Society 3. Papert, S. (1993): The Children's Machine: Rethinking School in the Age of the Computer. Basic Books, New York. 4. Richardson W. és Mancabelli, R. (2011): Personal Learning Networks: Using the Power of Connections to Transform Education. Solution Tree Press, Bloomington. 5. Perkinson, H. J. (1984): <i>Learning from our mistakes: A reinterpretation of twentieth-century educational theory</i>. Greenwood Press, Westport, CT. 					

6. Brent, D. (2005): *Teaching as Performance in the Electronic Classroom*. In.: First Monday – peer-reviewed journal on the Internet. Volume 10, Number 4.
URL: <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1221/1141>

Requirements and grading:

End-of-term written test (a Pass is awarded if 65% is achieved) or/and an oral examination.

Course unit: Teaching Profession (NOP_NV006G2)	Credit points: 2
The type (lecture/seminar/fieldwork/consultation hours) and number of lessons: Seminar, 30 lessons in the given semester, if the subject is not taught in English, the language of teaching: Hungarian	
The method of assessment (exam/end of course mark/other assessment.): End of course mark	
Course in the curriculum (which semester is the course taught in): 5th semester	
Entry requirements(if any): Teaching and Learning (NOP_NV004G2)	
Course description: Information outlining the course requirements in a concise yet descriptive manner.	
Aim: For students to learn about interpretations of the teaching profession and to identify key competencies necessary for successful fulfillment of it. To gain understanding of skills teachers need and to be able to self-reflect in the context of these.	
Curriculum:	
<ol style="list-style-type: none"> 1. Introduction 2. Beliefs on teaching as a profession 3. The process of becoming a teacher 4. Interpretations of teaching as a profession 5. Skills/Competencies of a teacher 6. Communicating as a teacher 7. Classroom interactions 8. Pedagogical situations, pedagogical conflicts 9. Pedagogical case-study workshop 10. Reflectivity in the work of a teacher 11. Pedagogical skills 12. Summary 	
Competencies:	
<ul style="list-style-type: none"> • Students' personality development; implementation of individual treatment • Support for and development of students' groups and communities • Communication, professional cooperation, career identity • Autonomy and taking responsibility 	
Awareness:	
<ul style="list-style-type: none"> • Gains awareness of the key methodologies of identifying social situation of individuals and communities and the methods to form and improve a community • Gains awareness of special attributes of classroom-communication • Gains awareness of the theories of teachers' role and the expectations about this role • Gains knowledge of the relevance of reflective thinking in professional development, the possibilities of attending professional trainings and the theoretical aspects and practical methods of sustaining psychological wellbeing • Gains awareness of the concept of 'pedagogical beliefs' and typical opinions about the profession of teachers • Gains awareness of teachers' skills/competencies 	
Abilities:	
<ul style="list-style-type: none"> • Able to analyze experience gained from practice in the everyday reality of school life • Able to develop a realistic perception of the 'world of students' • Able to enhance an open and tolerant atmosphere in the school and in the classroom • Able to establish a relationship with students that is built on mutual respect and trust and is able to form and gain acceptance for different ways and concepts of cooperation 	

- Able to communicate in a professional, articulate, open and honest manner with students, parents, in-school and out-of-school colleagues
- Able to interpret, analyze and assess his or her own professional experience and views in a reflective way
- Able to raise and analyze general and specific questions about the teaching profession and is able to stand and argue for these professional views

Attitudes/Views:

- Is motivated to articulate well-established pedagogical views
- Is characterized by sensitivity in social issues and general supportive attitude
- Open to learn about and respect the opinion and the values of others
- Is motivated to gain ever-growing knowledge of the world of young people, respects their diversity and their rights
- Cooperates continuously with parents
- Is able to cooperate in educational situations, capable of reciprocity, assertiveness and supportive communication
- Willing to reach out for and accept professional support in order to better explore problems and conflict-situations

Is cooperative and responsible in his/her profession

List the **3-5** most important required or recommended reading materials (notes, textbook), with bibliographic information (author, title, publishing data (or pages), ISBN)

Required Reading:

- Cochran-Smith et al. (2012). A longitudinal study of teaching practice and early career decisions: A cautionary tale. *American Educational Research*, 49(5), 844-880.
- Cochran-Smith, M., Feiman-Nemser, S., John McIntyre, D. & Demers, K. (Eds.). (2008). *Handbook on research of teacher education* (3rd. ed.). Routledge.
- Grant, C.A. & Zeichner, K.M. (1984). On becoming a reflective teacher. http://www.wou.edu/~girodm/foundations/Grant_and_Zeichner.pdf
- Kennedy, M. (2008). Teachers thinking about their practice. In T. Good (Ed.), *21st century education: A reference handbook* (pp. I-21-I-31). Thousand Oaks: SAGE Publications.
- Townsend, T. & Bates, R. (Eds.) (2007). *Handbook of teacher education: Globalization, standards and professionalism in times of change*. Dodrecht: Springer.

Recommended reading:

- McLaughlin, C., Black-Hawkins, K. & McIntyre, D. (2004). *Researching teacher, researching schools, Researching networks: A review of the literature*. Cambridge: University of Cambridge.

Lecturer responsible for the course (*name, title, academic degree*): **Dr. Virág, Irén, PhD, college associate professor**

Other lecturers involved if any (*name, title, academic degree*): **Dr. Győri, János PhD., univ. associate professor**

Course unit: Teacher's Roles and Educational Tasks (NOP_NV007G2)	Credit points: 2
The type (lecture/seminar/fieldwork/consultation hours) and number of lessons: Seminar, 30 lessons in the given semester, if the subject is not taught in English, the language of teaching: Hungarian	
The method of assessment (exam/end of course mark/other assessment.): End of course mark	
Course in the curriculum (which semester is the course taught in): 6th semester	
Entry requirements(if any): Teaching Profession (NOP_NV006G2)	
Course description: Information outlining the course requirements in a concise yet descriptive manner.	
Aim: Participants of the course shall get introduced to different aspects of a teacher's activity, to gain a picture of the professional challenges of different tasks in education and shall get acquainted to different ways of reflecting on challenges.	
Curriculum:	
<ol style="list-style-type: none"> 1. Introduction 2. New teaching-challenges – the roles of teachers in the 21st century 3. Teachers in research – research methodologies in pedagogy 4. The system of tasks and activities of a homeroom-teacher 5. The roles of a teacher in increasing the educational opportunities of students from underprivileged communities 6. The support of talented students, gifted-education 7. Career-guidance 8. Supporting the student self-government, enhancing the self-organization of students; the teacher as a facilitator 9. Teaching environmental-consciousness 10. Pedagogical tasks outside the classroom 11. External networking, personal-development, self-improvement 12. Summary 	
Competencies:	
<ul style="list-style-type: none"> • Personality development of students, implementation of individual treatment • Enhancement and development of student groups and communities • Planning the pedagogical process • Supporting, organizing and managing learning • Communication, workplace-cooperation, professional identity • Autonomy and taking responsibility 	
Awareness:	
<ul style="list-style-type: none"> • Gains awareness of new challenges in education catalyzed by social and economic changes • Learns the methodologies of pedagogy and the results of teacher-research • Is aware of adequate methodologies to conduct special-education tasks • Is well informed in issues about differential-pedagogy and adaptive education management • Is aware of the importance of preparing students for life-long-learning • Is well informed about ways of cooperating with parents, with experts helping his/her work as a teacher and with professional institutions • Is aware of legal and ethical rules and norms of the teaching-profession 	
Abilities:	
<ul style="list-style-type: none"> • Is able to identify, plan and implement the right methodologies to enhance the learning and development of students with different abilities and capabilities and to guide their careers 	

- Is able to identify, efficiently educate, teach and provide with differentiated treatment gifted, restrained, underprivileged and disadvantaged students as well as those who need subject-specific special treatment
- Is able to get along well in educational and subject-specific literature, and is able to analyze and interpret research and development results of these fields
- Is aware of the specialties of educational research, development and innovation and is able to use simple research methodologies

Attitudes/Views:

- Is motivated to harmonize the classroom-, out-of-classroom-, and out-of-school activities of students in order to enhance positive attitudes towards life-long-learning
- Looks at his/her own professional capabilities as a dynamic parameter, ready for continuous professional, methodological and pedagogical rejuvenation
- Open for constructive criticism targeting his/her teaching activity

Takes on a proactive role with responsibility in forming professional cooperation

List the **3-5** most important required or recommended reading materials (notes, textbook), with bibliographic information (author, title, publishing data (or pages), ISBN)

Required Reading:

- Gordon Gyóri, J. (Ed.) (2011). International Horizons of Talent Support: Best Practices Within and Without the European Union, I-II. Budapest: MATEHETSZ
http://tehetseg.hu/sites/default/files/18_kotet_net_color.pdf
http://tehetseg.hu/sites/default/files/28_kotet_net_angol.pdf
- Gorski, P.L. (2013). Reaching and teaching students in poverty: Strategies for erasing the opportunity gap. New York: Teachers College Publisher.
- Learning outside the classroom (2008). London: Ofstede.
- McLaughlin, C., Black-Hawkins, K. & McIntyre, D. (2004). Researching teacher, researching schools, Researching networks: A review of the literature. Cambridge: University of Cambridge.
- OECD (2012), Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing. <http://dx.doi.org/10.1787/9789264130852-en>

Recommended Reading

- Townsend, T. & Bates, R. (Eds.) (2007). Handbook of teacher education: Globalization, standards and professionalism in times of change. Dodrecht: Springer.

Lecturer responsible for the course (*name, title, academic degree*): **Dr. Gaál, Gabriella PhD., college associate professor**

Other lecturers involved if any (*name, title, academic degree*): **Dr. Gyóri, János PhD., univ. associate professor**

Course unit: Psychology of Self-Regulated Learning	Credits: 2
Course type: Seminar, 2 hours per week in the given semester	
Assessment: End-of-course evaluation	
Semester: Semester 4	
Entry requirements (if any): Students must have successfully completed the following units - <i>The Concept of Childhood in Psychology, Personality and Development, Psychology of Activities in the Teaching Profession</i>	
Course description:	
<p>The aim of the course is to help students to acquire a basic knowledge of self-regulated learning and the different factors that contribute to becoming a self-regulated learner.</p> <p>Content of the course:</p> <ol style="list-style-type: none"> 1. The importance of teaching how to learn: international monitoring studies, life-long-learning, information explosion, changing learning environments. 2. General issues of improving learning. 3. The concept of direct and indirect improvement of learning, and the most important necessary activities, considering age differences. 4. Environmental aspects of learning. 5. The personal factors of learning, such as motivation, self-control, and self-regulation. 6. Cognitive and affective aspects of self-regulated learning. 7. The role of attention, memory, understanding, and problem-solving in learning. The concept of metacognition and its application in the improvement of learning. 8. Enhancing self-regulated learning through metacognitive strategies. Understanding the mechanism of self-regulated learning and its possibilities for improvement: self-control, willpower, motivation, and attitude towards learning. 9. Factors determining learning habits: the question of what, when and how in connection to learning. 10. Improving basic and complex learning techniques. 11. The concept of learning style, types of learning styles and their importance in the teaching and learning process. 12. Counseling for the improvement of learning. <p>Developed competencies:</p> <ul style="list-style-type: none"> • Connecting students' prior knowledge, life experience, and interests with learning goals. • Promoting self-directed reflective learning for all students. • Engaging students in problem solving, critical thinking, and other activities that make the subject matter meaningful. 	

- Planning and implementing classroom procedures and routines that support student learning.
- Designing short-term and long-term plans to foster student learning.

Bibliography

B. J. Zimmerman, D. H. Schunk (2001): Self-regulated learning and academic achievement. Theoretical perspectives. Routledge, ISBN 978 1135659141

J. Dunlosky, J. Metcalfe (2009): Metacognition. Sage Publications, Inc. Los Angeles, ISBN 978 1 4129 3972 0

Pintrich, Paul R., de Groot, Elisabeth V.: Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology, Vol 82(1), Mar 1990, 33-40.

Lecturer: **Dr. Tünde Anna Taskó PhD., associate professor**

Contributors: **Dr. Maria David, PhD., college professor**