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| 1. Course title: **Pedagogy II. (Public education)** | | | | | |
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| 2. Code: | | 3. Type (lecture, practice etc.): lecture | | | |
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| 4. Contact hours: 2 | | 5. Number of credits (ECTS): 2 | | | |
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| 6. Preliminary conditions (max. 3): | | | | | |
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| 7. Announced: fall semester, spring semester, both | | | | | |
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| 8. Limit for participants: | | | | | |
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| 10. Responsible teacher (faculty, institute and department):  Dr. Tóvári Ferenc PTE TTK STI, Sportágak elmélete és gyakorlata Tanszék | | | | | |
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| 11. Teacher(s) and percentage: | | Dr. Tóvári Ferenc | | 100 % | |
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| 12. Language:English | | | | | |
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| 13. Course objectives and/or learning outcomes:  1. The subject is aimed at learning the basics of school activity.  2. Students understand the structure, context, content, basic documents and rules of the public education system.  3. They acquire the roles related to the work of school educators.  4. They are enabled to engage in the production of documents, planning, organization, administration. Innovation is enriched. | | | | | |
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| 14. Course outline  Week 1: Structural structure, governance model and institutional types of Hungarian public education.  Week 2: Legislative regulations in public education, government and ministerial regulations in force.  Week 3: Tool for Curriculum Governance: National Fundamental Curriculum. The relationship between framework curriculum, local curriculum.  Week 4: Pedagogical program, structure and role of public education institution in school life.  Week 5: Design, organization, monitoring, measurement, evaluation in public education.  Week 6: National Competency Measurement and PISA Survey.  Week 7: Integration between schools, professional communities, subjects.  Week 8: External professional relations of the institution: public education, health, sport, child protection organizations, institutions, micro-regional tasks.  Week 9: The role of the physical education educator in the preparation, modification and implementation of the health education program of the school, non-teaching roles, activities.  Week 10: Innovation in school practice, training, self-education, professional interest enforcement.  Week 11: Financial management of the public education institution, possibilities of the teacher to increase the financial resources, the possibilities for applying for awards in sports, public education, and the teacher's administrative duties.  Week 12: Reforms in public education.  Week 13: Summary, Evaluation | | | | | |
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| 15. Mid-semester works  Preparation of a presentation or presentation of the topic to be processed one time during the semester. | | | | | |
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| 16. Course requirements and grading  - 70% participation in the theoretical lectures during the semester Individual advanced in lessons min. 30% must be present.  - on the basis of small performances and the quality of the presentations  - on the basis of the grade of the oral exam (colloquium) or on the basis of a written examination  Creating a ZH Grade: (Merit Score in proportion to the total score achieved):  0-60% is inadequate  61-70% is sufficient  71-80% moderate  81-90% good  91-100% excellent | | | | | |
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| 17. List of readings  OECD (2001). Cities and Regions in the New Learning Economy. Paris: OECD. OECD (2013a). OECD Skills Surveys. Retrieved from http://www.oecd.org/site/piaac/ OECD (2013b). Programme for International Student Assessment (PISA). Retrieved from http://www.oecd.org/pisa/ Osborne, M., Kearns, P. & Yang, J. (2013). Learning cities: developing inclusive, prosperous and sustainable urban communities. International Review of Education, 59(4), 409–423. DOI:10.1007/S11159-013-9384-Y | | | | | |
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| 18. Recommended texts, further readings  MASON (2012). Mainstream socio-cultural dynamics to enhance national lifelong learning strategies. Retrieved from http://mason.iacm.forth.gr | | | | | |
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| **Date** | 10 May, 2017 | **Prepared by** |  | | |
| Dr. Ferenc Tóvári | | |
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| **Endorsed by** | | |  | | |
| Dr. Márk Váczi program supervisor | | |