



Pedagogy BA

Study Abroad Course List

Tuition fee/credit: 105 USD

For course syllabi, please contact the Study Abroad Office!

Code	Course title	Semester	Credits (ECTS)
NETIS0001	Pedagogical Beliefs	Fall	8
NETIS0002	Introduction to Education	Fall	6
NETIS0003	Learning-Centered Communication	Fall	8
NETIS0004	Introduction to Psychology	Fall	6
NETIS0005	Education Systems	Fall	8
NETIS0006	Introduction to Social Studies	Fall	8
NETIS0010	Educational Psychology	Fall	6
NETIS0019	Theories of Education 2.	Fall	8
NETIS0021	Research Methodology in Education 1.	Fall	8
NETIS0022	Assessment in Public Education	Fall	8
NETIS0023	Sociology of Education 2.	Fall	8
NETIS0024	Education Policies of Minorities in Europe	Fall	6
NETIS0025	Vocabulary and Reading in Education Sciences	Fall	6
	Academic Writing	Fall	3

**Detailed information about the courses:****Pedagogical Beliefs**

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. This course supports the understanding, exploration and examination of the learning-teaching process, relating it to students' personal experiences as well as educational policies. The aim of the course is to recall, analyse and evaluate students' pedagogical beliefs, their school experiences, and also to provide a basis for reflection and self-improvement.
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Introduction to Education

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	During this course students are challenged to think about parenting and education, reasons for why we educate children, the aim of education, the way education is organised and the reasons behind that. Teaching takes place in small groups allowing for plenty of opportunity for questions and discussion. Also, this course enables students with foundational knowledge, skills and insights relating to the academic study of education. The course thus aims to provide students with a platform for undergraduate entry into early childhood, primary or secondary teaching programs.
Assessment methods:	Active participation, written examinations
Teaching period:	Fall Semester

**Learning-Centered Communication**

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	The aim of the course is to provide an experimental insight into the dilemmas, issues of classroom communication. Through the cooperative learning paradigm, participants analyse the structural aspects of learners' communication related to everyday classroom work. The course facilitates a deeper understanding of how teachers can structure the learning process, the classroom communication in a more effective, efficient, and fair way. Participants realise that a professional educator can easily influence classroom communication, learners' motivation, active participation by structuring the learning process in a cooperative way. Participants will be able to analyse and design learning processes based on the basic principles of cooperative learning, and the cooperative structures, which they have experienced during the seminar.
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Introduction to Psychology

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	6
Course description:	Objectives: Introducing students into some fields, schools, problems, methods, and concepts of psychology. Grounding the basic psychological knowledge students will need during their educational studies. Promoting the development of self-knowledge and self-reflection. Description: Psychology as a science. Perspectives, disciplinary fields, methods. A brief history of psychology: the American and the European beginnings, Behaviourism, Gestalt Psychology, Cognitive Psychology, Psychoanalysis, the Jungian Analytic Psychology, Humanistic Psychology, Positive Psychology. The plastic brain. Sensation and perception. Mental representation. Optical illusions. Consciousness, altered states of consciousness. Activation. Sleep. Intelligence. Creativity. Motivation. The psychological aspect of eating and aggression. Historically relevant and contemporary personality theories. The Big 5. Identity. Mature personality.



	Mental disorders.
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Education Systems

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>The aim of the course is to enable students to acquire knowledge of the social institutions of education. Students learn about the education system from nursery to doctoral training, the characteristics of the system, the network, the sustenance, and the finance of public and non-public institutions. Students acquire knowledge about:</p> <ol style="list-style-type: none">1. Education both within and outside the school-system.2. The European criteria of a knowledge-based society and the educational strategies within the European Union.3. The social and economic environment of public education. Social expansion and selection.4. Legislation of education – the Hungarian example.5. Institutions of public education. Vocational training. Optional pathways of student progress. Institutions of tertiary education.
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Introduction to Social Studies

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>Throughout the course, students gain insight into the discipline of sociology, become acquainted with its most important areas, basic terminology, concepts and phenomena. During the course beyond the general approach we examine social phenomena that are fundamental to understanding and experience of the social status of Roma and other marginalised groups of the society. The lessons also build on the active participation of students in the understanding and interpretation of data tables, charts and processes.</p> <ul style="list-style-type: none">- The science of sociology- A brief history of sociology- Methodological knowledge, methodology of sociological



	<p>studies</p> <ul style="list-style-type: none"> - Social phenomena related to population and demography - Social structure - Inequalities in society - The problem of poverty - The subject of settlement sociology, its most important concepts, - The problem of segregation - The phenomenon of social mobility - The sociological phenomenon of migration - Sociology of minorities - Family Sociology
Assessment methods:	Active participation, written examination
Teaching period:	Fall Semester

Educational Psychology

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	<p>The subject is designed to introduce students into some crucial fields and issues of Educational Psychology, as well as to point out the educational consequences of the various socialization strategies, the social environmental conditions and the organic or neurotic developmental disorders.</p> <p>The subject focuses on four larger topics:</p> <ol style="list-style-type: none"> 1) Psychological issues of socialization and child rearing (the family's role in socialization, the development of self-image, self-evaluation, and identity). Theories of parental attitudes and their current validity. Psychological principles of reward and punishment in the educational context. Home environmental harms (raised by deviant/mentally insane/divorced/overcontrolling parents). Child abuse. 2) The schoolchild. School readiness. Basil Bernstein's Linguistic code theory. School environmental harms (black pedagogy, bullying). 3) Learning from different perspectives (cognitive, constructivist, positive psychological, neuropsychological). Learning disorders (symptoms, reasons, treatments, prognosis). Behavior problems in school. ADHD and HD. Neurotic problems (anxiety, phobias, tic, stutter). Antisocial behavior (lies, truancy, stealth, drug and alcohol abuse).
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

**Theories of Education 2.**

Language of instruction:	English
Form of teaching:	lecture
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>Learning and teaching in educational context.</p> <p>The course is designed to facilitate students understanding of</p> <ul style="list-style-type: none">- communication in the classroom. Observation and analysis of classroom communication. Research design on classroom communication. Recent results of related research studies.- institutions, organizations and systems of education. <p>Formal, non-formal, and informal learning.</p> <ul style="list-style-type: none">- socio-cultural aspects of schools and families.- individualisation and cooperation in heterogenous groups of learners.- learners with special needs in education. The importance of formative assessment, based on diagnostic approaches. <p>Integration and inclusion in education and classroom practice.</p> <ul style="list-style-type: none">- models of the education systems (centralised and de-centralised systems of education)- the system of public education- vocational training, higher education, dormitories- child care system, and educational services.- infrastructures of education. Systems of school equipment.- textbooks, digital and interactive learning and teaching aids.- media and education. Resources of education sciences. The course also serves as a preparation for the practical tasks (content-based approach and methodology-based approach) and assists students in the analysis and evaluation of experiences and observations during the practical tasks.
Assessment methods:	Active presence, midterm and final exam
Teaching period:	Fall Semester

Research Methodology in Education 1.

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>The aim of the course is to provide a methodological support to the students in progress of their research. The training enhances the implementation of prior knowledge in systematized form through practical examples while demonstrating the transformation of acquired knowledge into</p>



	<p>skills. The students become capable of preparing basic scientific work using their knowledge acquired during the course, which is the condition of obtaining the degree and qualification.</p> <p>Content of theoretical lessons:</p> <ul style="list-style-type: none"> · Methods, sources and locations of research in the history of education. · New methods and the most important national and international directions in educational research. · Comparative research in education. Methodology questions. <p>Layout of questionnaires, interview assistance, managing tables, charts, presentation and multi- media information. Experiment, observation and content-analyses.</p>
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

Assessment in Public Education

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>This course is based on the pre-knowledge and experiences of the participants. Through the comprehension of basic concepts and processing information from relevant resources participants explore the dimensions, functions, forms, and different practices of classroom evaluation and assessment. The course covers the following related areas:</p> <ol style="list-style-type: none"> 1. Theoretical introduction: multi-dimensional approach of evaluation and assessment (assessment of learning, assessment for learning, assessment as learning, and assessment by learning), functions of evaluation and assessment, forms of evaluation and assessment 2. Examination on institution and system level, international assessment systems. 3. Methodology and research of evaluation and assessment 4. Evaluation in classroom practice 5. Attitude measurement, competence based evaluation and assessment. Learning achievement in educational context. Qualitative and quantitative researches in the field of evaluation and assessment.
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

**Sociology of Education 2.**

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	8
Course description:	<p>Based on the Sociology of Education I. lecture content the seminar is paying attention on discussing topics of education, school and education policy relating mainly to minorities for example Roma (as one of the largest minority of Europe and Hungary).</p> <p>Main topics:</p> <ul style="list-style-type: none">• Sociology of Education as a discipline. Fundamentals of sociology of education, and its interdisciplinary relations, history of the sociology of education in Hungary.• Challenges on the field of the sociology of education.• Education and society: inequities in school and in society; social mobility and education. Types of educational inequalities.• Capital theories.• Linguistic socialization, linguistic disadvantages.• The development of the concept of 'disadvantaged status'; Hungarian features; education policy strategies and institutional practices.• Effectiveness – efficiency and equity (in Hungary and international aspects)• Sociology of formal education. School as organization.• Local society and the school.• Sociology of minority education. Multicultural-intercultural education.• Inclusion- inclusive society, inclusive school. Romology and sociology of education.
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

Education Policies of Minorities in Europe

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	<p>The aim of the course is to enable students to understand those educational policy approaches that have been developed for the benefit of minorities in different countries of Europe. In this context students be familiar with the decisions concerning the situation of disadvantaged and Roma groups</p>



	<p>in different school systems. To be able to interpret these in a wider (international) context of comparisons, to draw up scientific research results and to formulate an independent opinion on the antecedents and consequences of each changes in minority policies.</p> <ul style="list-style-type: none"> • The conceptual system of minority policy • State - nation - national concepts • The international development of minority politics • The concept of education policy • Education policy in EU • European trends; the concept of minority education sociology • National and ethnic minorities • Educational policy concepts: multicultural, intercultural education: the development, evolution and prospects of paradigm, ethnocentrism, anti-racism, cultural equivalence, color blindness, etc. • Country typology – Studies in practice, Foreign Examples of Minority Education – students referates • The development history of the concept of disadvantaged, the educational policy aspirations for disadvantaged students • Changes in education policy for Roma students <p>Hungary's Education Policy – Problems, results and Solutions, Schools of minorities and Gypsy Education Programs, Pilot Schools, Projects in Hungary.</p>
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester

Vocabulary and Reading in Education Sciences

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	6
Course description:	A content-based English language skills course, which focuses on academic vocabulary and reading advanced texts related to education. Students will become familiar with a special type of formal vocabulary that is common in written academic discourse.
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester



Academic Writing

Language of instruction:	English
Form of teaching:	seminar
Class hours per week:	2
Credits (ECTS):	3
Course description:	This course covers the skills necessary for developing a research paper: analytical and critical reading, synthesizing, paraphrasing, and summarizing information.
Assessment methods:	Active presence, written examination
Teaching period:	Fall Semester